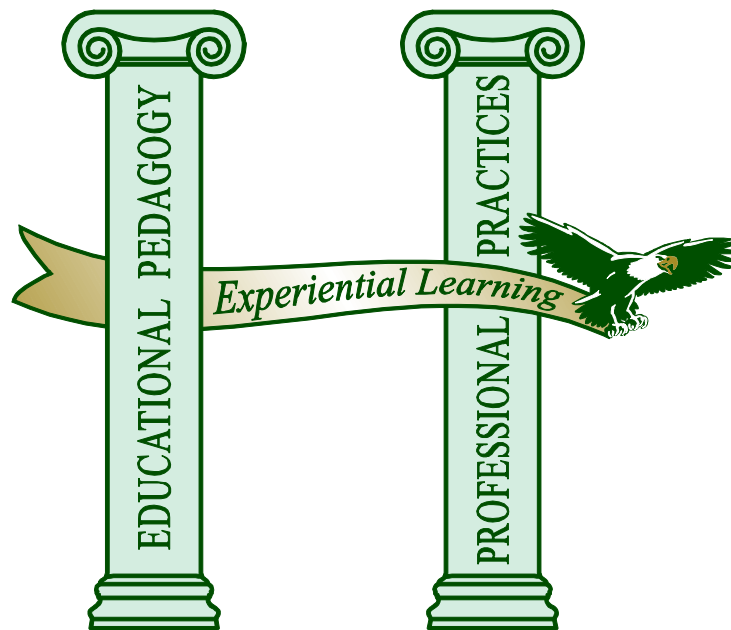


HUSSON UNIVERSITY

SCHOOL of EDUCATION



SELF-STUDY 2014

Submitted to:
State of Maine Department of Education
Program Review Committee

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Document Guidance

This Self-Study represents the Unit of the Husson University School of Education that includes the Teacher Preparation Programs and the Master of School Counseling program. The Introduction and Conceptual Framework represent the Unit. Each of Standards One through Six has two distinct sections with the Teacher Preparation Program addressed first, followed by the Master of Science in School Counseling program.

For the purposes of this self-study, the term “Maine’s Teaching Standards” will be defined as the revised Interstate Teacher Assessment Consortium (InTASC) Standards and the National Education Technology Standards for Teachers (NETS-T).

Introduction and History

Introduction to Husson University

Over 120 years ago, The Maine School of Commerce was founded to prepare students for careers in business, teaching, and telegraphy. This was the precursor to Husson University, an institution that offers academic curricula in a wide range of disciplines, with degrees offered at the associate, baccalaureate, masters, and doctoral levels. Since its founding, the mission of Husson has been two-fold: to prepare prospective graduates for successful professional careers and to promote a strong sense of self-worth in every student.

Throughout the 1990s, Husson had 900 to 1,000 traditional undergraduates. Since 2000, the university student body has grown to approximately 3,300 including students at the main campus in Bangor as well as the Southern Maine Campus, the Northern Maine Campus, and York. Currently, Husson has approximately 2,377 undergraduate students and 674 graduate students enrolled in programs. Since 2008, the Bangor campus has expanded with the addition of the Edward O. and Mary Ellen Darling Learning Center (hereafter Darling Learning Center) and a redesign of the Commons Dining Hall.

In the past five years, Husson University has experienced tremendous growth. The University's new mission statement and strategic plan support ongoing alignment of the outcomes and values of the University. The investment in personnel is evident in the new positions of Director of Institutional Research, Associate Provost of Enrollment Management, Admissions Transfer Coordinator, and Assessment Director. As stated in the New England Association of Schools and Colleges (NEASC) Report (2013), "Husson is a hands-on, career-ready university. The University prides itself that graduates leave Husson with practical and relevant experience and an appreciation for lifelong learning that make them valuable employees, entrepreneurs, and members of their communities" (Husson University, 2013). The Husson University School of Education mirrors the University's belief that the greatest influence on students will be the personal relationships that are nurtured while at Husson.

History of the School of Education

When the State of Maine visited for the initial program approval in the fall of 2003, the Education department was housed within the School of Science and Humanities. In 2007, The School of Education became a separate entity from the School of Science and Humanities.

In the 2009-2010 academic year, University-wide reorganization resulted in the School of Education merging with the School of Health. Since then, the two schools operate under one Dean. This has led to many inter-professional activities and efforts that will be described in more detail under Standard Five.

History of Teacher Education

The institution that became Husson College in 1947 and Husson University in 2008 first began offering programs in teacher education in 1926. From 1926 to 1933, it graduated 46 students in one- and two-year business teacher training programs. In 1933, a third year of study was added and in 1953, a four-year program was added.

While business teacher education is no longer a degree offering, the Teacher Education program currently has 90 students enrolled. When the State of Maine visited for the initial program approval in the fall of 2003, the Education department was housed within the School of Science and Humanities. Three degree programs were approved at that time: Physical Education (K-12), Elementary Education (K-8) and Biology Education (7-12). By 2008, programs included Physical Education (K-12), Elementary Education (K-8), Health Education (K-12), and Secondary Education concentrations in English Language Arts, Physical Science, and Life Science (7-12). Non-certification programs in Elementary and Physical Education were also added. Finally, the Teacher Education Program offers post-baccalaureate teacher certification programs in Elementary Education (K-8) and Secondary Physical Science, Life Science and English (7-12).

Since 2007, courses in the Teacher Education program have been offered at the Southern Maine Campus, the Northern Maine Campus (which is housed on the campus of Northern Maine Community College) and Calais (Unobskey College). Some courses have been held live and others have used an ICV platform broadcasting from one of the sites. In January 2014, the Southern Maine Campus moved to a new facility in Westbrook.

The enrollment in the Teacher Education program has been trending downward since 2008. The faculty initiated a recruitment action plan in 2012 and freshmen enrollment doubled for the 2012-2013 freshmen class. In 2012, faculty developed a four-year course trajectory to maximize the class enrollment for education courses and help advisors strategically plan each student's program. This has resulted in a more efficient scheduling of courses and use of personnel.

History of the School Counseling Program

The Master of Science in School Counseling program at Husson University has undergone major changes since initial Department of Education approval in 2008. Part of the School of Education, it has expanded from a 36-credit-hour program to a 49-credit-hour program. Curriculum is aligned with requirements specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and requirements for School Counselor certification in Maine. Program faculty are currently writing a self-study report with plans to apply for initial CACREP accreditation in January of 2014.

The School Counseling program was developed within the School of Education but shared core courses with the (then) Counseling Psychology graduate program housed in the School of Sciences and Humanities. The program is now one of four Counseling and Human Relations graduate degree programs offered in the School of Education that share core courses (Clinical Mental Health Counseling, Human Relations, Pastoral Counseling, and School Counseling). Three full-time faculty members comprise the core

faculty and a half-time clinical faculty member coordinates and supervises field experiences.

The MS in School Counseling program began with candidates in Bangor and Calais. It was quickly expanded to include candidates in the Northern Maine Campus and the Southern Maine Campus. The program is now housed on the Bangor campus in the Darling Learning Center with new office, classroom, lab and seminar spaces. The program continues to be offered via ICV and live instruction to candidates in Husson's Northern Maine and Southern Maine campuses. The campus in Calais is closed. All School Counseling candidates from Calais have completed degrees except one who has her MS in School Counseling and is completing a second degree in Clinical Mental Health Counseling. Twenty-five candidates are enrolled in the MS in School Counseling program at this time.

To date, 37 graduates have earned degrees in School Counseling. Twenty-eight are certified and currently employed as School Counselors in Maine. Nine of the graduates are employed in related fields in education or counseling.

Husson University Mission Statement

Husson University inspires and prepares students for professional careers in current and emerging fields within the context of an education informed by the sciences and humanities.

We achieve this career preparation by supporting and emphasizing:

- Outstanding teaching
- Scholarly contributions to one's discipline or field of expertise
- An undergraduate and graduate curriculum that is challenging, relevant, and promotes critical thinking skills, self-confidence and strong communication skills,
- Commitment to ethical behavior and social responsibility through involvement in the world by faculty and students, administrators and staff, board members, and involved citizenship as a university
- Lifelong learning to prepare students professionally and personally for the challenges of a constantly changing world
- A diverse cultural and global perspective achieved through student development and experiential learning opportunities that reinforces our commitment to a strong academic community
- Careful management and stewardship of University resources.

College of Health and Education Mission Statement

In accordance with the mission of Husson University, the College of Health and Education inspires and prepares students for effective, evidence-based, and ethical practice in contemporary health, counseling, and education professions. We achieve this professional preparation by emphasizing:

- Inter-professional collaborative practice
- Professionalism

- Experiential Learning
- Excellence
- Relationship-centered practice
- Critical Reflection
- Cultural Competency
- Social Justice

School of Education Mission Statement

The mission of the School of Education is to prepare and graduate highly proficient and dedicated professionals in counseling, human relations, and education, who are committed to evidence-based principles and practices.

Teacher Education Program Mission Statement

The mission of the Teacher Education Program is to prepare and graduate highly proficient and dedicated professionals in education, who are committed to evidence-based principles and practices.

Graduates will:

- Establish a repertoire of strategies for meaningfully engaging students in the learning process
- Be respected role models in communicating a genuine love of learning and an interest in supporting the unique needs of each student
- Prepare to make significant contributions to the communities in which they choose to live as they share their talents and promote education

It is our vision to provide exceptional guidance that develops a firm foundation of pedagogical, as well as content knowledge, while supporting graduates to assume leadership roles in the practice, research, and administration of the teaching profession.

Teacher Education Program Beliefs

At the December 2012 Faculty retreat, faculty reviewed all major initiatives and established common beliefs. These common beliefs, grounded in our Conceptual Framework and reinforced by our practice, include the following tenets:

- Candidates should be committed in order to succeed
- Candidates should be educated holistically and experientially
- Candidates should embrace diversity
- Candidates and staff should consistently demonstrate professional, ethical behavior
- Candidates' education is enhanced by collaborative effort of the faculty

Master of Science in School Counseling Mission Statement

The primary mission of the School Counseling Program is to prepare Professional School Counselors for culturally-relevant, ethical practice in K-12 schools.

Conceptual Framework

The mission of the School of Education is to prepare and graduate highly-proficient and dedicated educators who are committed to the principles of instructional practices which are grounded in a sound research base. The conceptual framework drives the mission and guides the Teacher Education and School Counseling programs within the School of Education in the context of the mission of Husson University. These Husson School of Education programs are built on a strong theoretical framework that promotes effective instructional strategies, content knowledge, professional dispositions, current technologies, and research-based best practices. The relevant and rigorous coursework and rich experiences provided to learners have been designed to prepare scholars for professional endeavors in a diverse pluralistic and rapidly-changing society.

The Husson School of Education insignia, which depicts two pillars (educational pedagogy and professional practices) with a connecting banner (experiential learning) held by the Husson eagle mascot, depicts our educational philosophy. Our vision is to provide exceptional guidance that develops a firm foundation of pedagogical, as well as content knowledge, while supporting graduates to assume leadership roles in the teaching and school counseling professions. Our programs promote experiential learning and professional practices by being rooted in Maine's Teaching Standards, the Revised Interstate Teacher Assessment Consortium (InTASC) Standards and the National Education Technology Standards for Teachers (NETS-T). The goal is to ensure a comprehensive infusion of Maine's Teaching Standards into each course offered by the School of Education at the undergraduate level. The School Counseling program incorporates the American School Counselor Association (ASCA) Standards and National Model of School Counseling. It is also guided by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards. Consistent with the standards, learners are expected to demonstrate the knowledge, skills and dispositions of an education professional. Our aim is to produce ethical and culturally-competent professionals who continually examine their assumptions and systematically adjust their practices and beliefs based upon reflection and integration.

Our pedagogical philosophy is modeled through our classroom and field-based experiences. Professors are responsible for ensuring the implementation of highly-engaging courses that deliberately model best practices and incorporate current, relevant research. Candidates who are preparing to be teachers and counselors are guided to adopt a learner-centered approach that incorporates intellectual, social, emotional, physical, and moral development. In addition, differentiation based on diverse learners' needs is thoughtfully considered, and multiple ways to individualize learning are emphasized. Learning is systematically extended within rich, dynamic contexts that are sensitive to developmental stages. Constructivist experiences are modeled and practiced during core education courses. Appreciation and respect for diversity and professional ethics and an acknowledgment of the impact of culture and social experience on learning are embedded in the curriculum. Meaningful learning experiences are part of an informative feedback loop that involves ongoing assessment. The faculty of the School of Education believes education coursework should provide a two-way mirror so candidates experience meaningful classroom, lab, and field-based interactions as learners and then simultaneously analyze their practice through a reflective lens.

Theoretical Foundation of the Conceptual Framework

The conceptual framework guides the development of the programs in the School of Education within the context of the missions of the College of Health and Education and of Husson University. The Husson School of Education programs are built on a strong theoretical foundation that models highly effective instructional strategies, current technologies, and research-based best practices. The rigorous coursework and rich experiences provided to candidates have been designed to prepare scholars for the demands of today's education setting.

Extensive work during faculty meetings over the past three years has focused upon revising the School of Education Mission Statement and redesigning each of the program offerings. Based on feedback from the 2003 initial program approval process, the faculty decided to focus exclusively on Maine's Tem initial Teaching Standards as the framework for organizing each of the revised degree program requirements. Once revised standards were incorporated into Chapter 114 in 2012, the priority has been to ensure a comprehensive infusion of the Maine's Teaching Standards into each course offered by the School of Education at the undergraduate level. The School Counseling program incorporates the American School Counselor Association (ASCA) Standards and National Model of School Counseling. The program is also guided by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards. All programs are grounded in professional standards.

In 2008, the insignia, which depicts two pillars (educational pedagogy and professional practices) with an adjoining banner (experiential learning) held by the Husson eagle mascot, was formally adopted. The faculty has revised the Conceptual Framework description significantly over the past two years, but the insignia remains the same. Faculty members believe that the conceptual framework that is now in place truly provides the overarching focus for instructional and programmatic priorities. Faculty use the insignia to promote an understanding of the conceptual framework to candidates, as well as to other stakeholders to ensure continued commitment to the elements uniquely represented through the Husson University School of Education programs. The framework insignia is prominently displayed on large framed prints throughout the school and is featured on the front of each program handbook.

Elements of the Conceptual Framework

Educational Pedagogy

Maine's Learning Standards, including the Maine Learning Results, the Common Core Standards in Language Arts and Mathematics, and national standards for each of the content areas (the National Council for the Teaching of Mathematics, National Council for the Social Studies, National Science Education Standards, and the National Council of Teachers of English, National Standards for Physical Education) are foundational to the methods and field experiences of the Teacher Education program. The ASCA National Model and School Counselor Standards guide the School Counseling graduate program. Candidates create lessons that are grounded by their connections to established state and national expectations.

Prominent pedagogical theories and concepts are evident throughout the carefully-designed programs in the School of Education as faculty guide candidates to develop expertise in the challenging, but rewarding, profession of education. Candidates must become highly skilled at recognizing and adopting best practices, which are the focus of many assignments and class discussions as indicated in course syllabi. Faculty pedagogical philosophy is modeled through classroom experiences. Professors are responsible for ensuring the implementation of highly engaging courses that deliberately model best practices and incorporate current, relevant research (Graham, 2010; Hattie, 2012; Marzano, 2005; Hubbell, 2012).

The faculty advocates a student-focused approach with consideration to intellectual, social, emotional, physical, and moral development (Dewey, 1938; Donaldson, 2006; Kohlberg, 1977; Piaget, 1950; Vygotsky, 1978). Paired with this approach is a strong commitment to core content knowledge that is essential to teacher preparation (Hirsch, 1996; NGA CCSSO, 2013). In addition, differentiation based on diverse students' needs is thoughtfully considered, and principles of universal design for learning are embraced (Kurtz, 2009). Multiple ways to individualize learning are emphasized along with multiple ways to deliver instruction. Learning is systematically extended within rich, dynamic, and developmentally-aware contexts (Vygotsky, 1978). Constructivist experiences are modeled and practiced during core education courses (Dewey, 1938). An appreciation and respect for diversity and an acknowledgment of the impact of culture and social experience on learning are embedded in the curriculum (Cole, 1990; Freire, 1996). School counseling candidates are expected to develop cultural competence (Arredondo, 1999; Arredondo, Toporek, Brown, Jones, Locke, Sanchez, & Stadler, 1996; ASCA, 2009, 2012; Holcomb-McCoy, 2007), worldviews, and culturally-sensitive skills (Sue, Arredondo, & Davis, 1992).

The ever-changing educational landscape requires a technologically-literate faculty, staff, and candidate community with competence in the use of technology as a learning, assessment, and program evaluation tool (Danielson, 1996). Faculty continually update the use of technology across learning experiences, for themselves and for candidates, and acknowledge the need to invest time and resources in preparing candidates for the increasingly complex technological landscape. Candidates are taught to view these meaningful learning experiences as part of an informative feedback loop that involves ongoing assessment (Wiggins, 2005). Strategies for both formative and summative assessment are taught throughout the curriculum (Chappuis, 2011). Evaluating the success of teaching and learning necessitates an extensive understanding of the importance and techniques of performance-based assessment that is now central to the creation and maintenance of student portfolios (Darling-Hammond, 1995). Candidates learn how to effectively analyze data sources to guide decision-making (Love, 2008).

Essential to the development of educator skill and efficacy is the creation of a strong repertoire of classroom management techniques (Marzano, 2005; Hubbell, 2012). Education candidates strive to actively engage students in the learning process, realizing that this is integral to classroom success (Daggett, 2012). Awareness of the fast-changing world of education requires beginning educators to be innovative, responsive, and a continuous source of caring support on which students can depend (Noddings, 2005).

Experiential Learning

Consistent with the mission of Husson University, the educator preparation programs emphasize experiential learning. Learning is a product of one's unique experience and reflection upon that experience (Dewey, 1938). In the Husson University School of Education, clinical placements have been intentionally attached directly to existing coursework since 2006. Integration of pedagogy, professional practices and experiential learning is at the heart of the conceptual framework, as displayed in the elements of the insignia. Degree candidates have ongoing opportunities to observe the progression of student learning and the development of the classroom community. Course instructors guide all candidates in a process of reflection (Danielson, 1996). Several courses have infused elements of experiential learning in addition to the required clinical and practicum experience. Gardner (1995) has emphasized the practice and says,

The transfer from the scholastic setting to contexts in which such knowledge can be readily applied is not easy to achieve in any society. What is needed is the creation of a climate in which students come naturally to link their intuitive ways of knowing with scholastic and disciplinary forms of knowing (Gardner, 1995).

Husson University's education certification programs are committed to experiential learning throughout the curriculum and continually strive to expand opportunities. Connecting field experience to coursework provides a critical lens for candidates to apply their learning in real world settings.

Professional Practices

Professional Practices encompass professional dispositions, communications skills, organizational skills, attitude, interpersonal skills, ethical practice, and leadership and collaboration. Husson University fosters professional identity as a teacher or school counselor. Throughout the program, candidates' professional skills are discussed and reinforced in an effort to support the transition from thinking like a university student to embracing the serious responsibilities of a practicing educator. The creation and implementation in 2012 of dispositions assessments demonstrates a commitment to instilling these professional practices. These assessments include elements such as communication skills, interpersonal skills, judgment, physical stamina, organizational skills, the ability to adapt, punctuality, the ability to respond to constructive feedback, integrity, responsibility, tolerance, and a positive attitude toward challenging situations. Professional standards for punctuality, ethical behavior, professional language, and cooperative skills are consistently reinforced in all classes and field placements. In addition, faculty reference professional skills in syllabi and handbooks.

Professionalism inherently depends upon effective oral and written communication skills. Professors expect candidates to produce writing that demonstrate organized ideas, integration of pedagogical understanding, practical connections and insights, and a strong command of language and its conventions. Faculty provide multiple and varied opportunities for candidates to make oral presentations. They understand the critical importance of competence in written and oral communication in teaching and interacting with parents and community members.

Professional learning communities require skills in communication, collaboration and leadership. Instructional strategies used in all classes are designed to provide opportunities for these skills. Candidates are actively engaged in group work on a regular basis.

Summary

The conceptual framework for the School of Education reflects the mission and guides program implementation. As they wish candidates to do, faculty continually reflect upon learning and experience and adjust practices and beliefs accordingly. At Husson University, faculty strive to provide the highest quality education and an environment conducive to learning for all candidates. They strive to prepare and graduate highly proficient and dedicated professional teachers and school counselors who are committed to evidence-based principles and practices.

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Unit Standard One: Candidate Proficiencies

Introduction

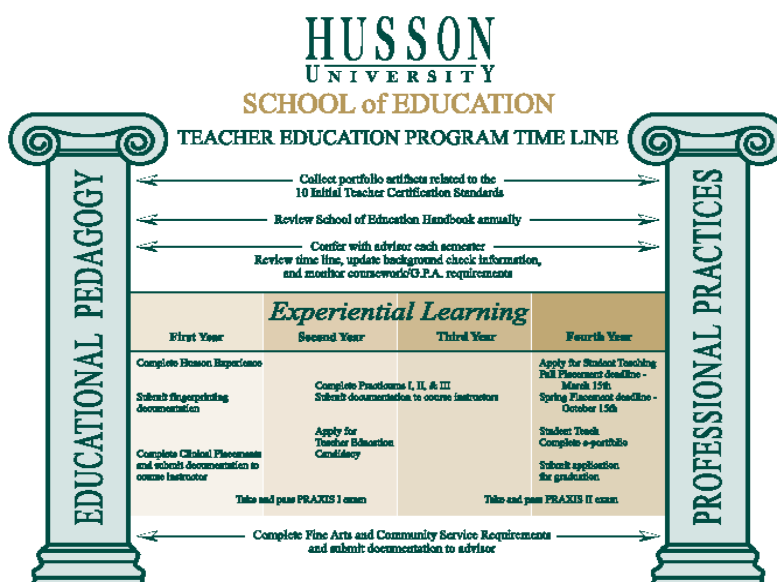
During the past five years, the School of Education has focused on expanding and revising the educational requirements for its candidates. Many of the professional conversations have been related to the transition from Maine's Ten Initial Teacher Certification Standards to Maine's Teaching Standards and their critical connections to the educational program. The program and all of the coursework are founded upon these standards. It is essential for candidates to not only know the standards, but to also demonstrate a systematic application of these standards throughout their coursework.

The Husson University School of Education offers the following certification programs:

- Elementary Education, K-8 Certification – undergraduate
- Physical Education, K-12 Certification – undergraduate
- Secondary, 7-12 Certification – undergraduate offered in English Language Arts, Life Sciences, and Physical Sciences
- Health Education, K-12 Certification – undergraduate
- Elementary Education, K-8 Certification – post-baccalaureate
- Secondary Education, 7-12 Certification – post-baccalaureate offered in English Language Arts, Life Sciences, and Physical Sciences
- School Counselor, K-12 Certification – graduate

Program course requirements are outlined in both the Student Handbook (see Artifact 1.1) and on templates (see Artifact 1.2) provided during the student orientation and advisor/advisee meetings. Templates, handbooks, application materials, and graduation requirements are continually revised to clarify, improve, and refine degree and certification requirements and the accompanying timelines. Maine's Teaching Standards are prominently displayed in offices and classrooms and are included in every course syllabus. The figure below graphically represents the philosophy and sequential experiences of the Teacher Education program.

Teacher Education Timeline (Figure 1.1)



Every program is designed to assist candidates in systematically building skills in the liberal arts and in professional knowledge (see Artifacts). One of the major goals is to provide candidates with increasingly complex and integrated experiences as they progress through their coursework. Faculty continue to engage in a comprehensive curriculum mapping process to determine the most appropriate placement of course requirements in an effort to build on the key content and pedagogy pillars of each degree program. In this process, all courses will be mapped to Maine's Teaching Standards to ensure multiple opportunities for mastery of each standard. A more detailed explanation of this process is described under Standard Two (see Artifact 1.3).

Instructors are required to align course objectives to Maine's Teaching Standards and to provide this alignment in each syllabus (see Artifacts 1.4). This mapping will be refined further to indicate the level at which the standards are introduced, reinforced, and assessed. Knowing whether a standard has been introduced, reinforced, or assessed for mastery will allow the faculty to ensure a continuum of skill-building for candidates.

Program Revision

Faculty members in the School of Education have worked closely with the School of Science and Humanities faculty to ensure that courses offered are applicable to the needs of teacher education programs. This collaboration is enhanced as the two schools share faculty in the areas of Health Education, Math and English.

The faculty is committed to preparing candidates to pass the standardized testing required for teacher certification. The revised programs prepare graduates to be knowledgeable in the content areas for which they will seek certification.

Based on the previous review by the Department of Education in 2008, several major changes were made to improve the quality of the programs. Highlights of the changes that have occurred demonstrate the comprehensive nature of a cycle of continuous improvement. In the 2008-2009 academic year, academic requirements were changed to require a C+ in all Education courses within all degree programs and an increased GPA of 2.5 for program eligibility. The School of Education added a Fine Arts requirement that took advantage of the growing offerings in the university. The fine arts courses were meant to cultivate rigor and consistency in programs across the campus. Pursuant to the recommendations of the MDOE in the 2008 program review, two courses, Classroom Management and Assessment Practices, were added to the Alternative Certification program.

A systematic review of all curriculum templates began in October of 2011, resulting in changes in the curriculum for both Elementary Education and Health Education degree programs by 2013 (see Artifact 1.5). Faculty worked for an entire year on each template, aligning with the General Education requirements, the Maine Department of Education Requirements, federal requirements for Highly Qualified Teacher status, and coordination with other Education Programs. Faculty carefully considered the academic needs of candidates in the areas of content knowledge and pedagogical content knowledge.

As part of the National Association of Schools and Colleges (NEASC) Program Review in 2013, an Inventory of Education Effectiveness Indicators was compiled that summarized program information including learning outcomes, data collected that

measures outcomes, the process of data review, and changes that have been made based upon data (see Artifact 1.6).

Content Knowledge for Teacher Candidates

General Education Core Curriculum

All Undergraduate Education candidates have the same 24 credit hours of General Education Core Curriculum in common (see Artifact 1.7). Each program has an additional 27 General Education credit hours in the sciences, history, and math. A strong foundation in liberal arts content is required for candidates to pass the PRAXIS I, Core Academic Skills for Educators. Faculty provides tutoring sessions for candidates in math, writing, and reading to supplement their coursework and help in preparation for this exam. Changes since the 2008 Program Review include the addition of the Fine Arts requirement and the increased requirement for a 2.5 GPA for program eligibility.

Pedagogical Content Knowledge for Teacher Candidates

In addition, each program has a 51 – 52 credit-hour Core Curriculum of courses and electives specific to the program (See Artifact 1.8).

Professional and Pedagogical Knowledge and Skills for Teacher Candidates

The integration of Maine's Teaching Standards into the program contributes to the competence of candidates to understand the pedagogical knowledge and skills that are required in these standards. Candidates are asked to reflect upon and provide evidence of these standards in lesson plans, assignments, and portfolios (see Artifacts 1.4, 1.9, and 1.10). Each syllabus outlines the connection between class assignments and Maine's Teaching Standards (see Artifacts 1.4).

Through lesson planning, demonstration, and multiple experiences in the field, candidates create meaningful learning experiences, reflect on their practice, and modify their instruction to meet the needs of all learners. Candidates have opportunities to understand how learning occurs and explore the impact of community, family and other environmental influences.

Knowledge of Student Learning for Teacher Candidates

As the Conceptual Framework indicates, candidates “learn about learning” from many perspectives. They receive a strong pedagogical foundation through their coursework. Attention to learning needs, adjustment of methods to accommodate learners, and assessment of learning are modeled by Education faculty in all courses. Candidates are asked to reflect on their learning and on the effects of instructional techniques. Multiple and frequent lesson planning requires that candidates understand how students learn and design activities to optimize learning for all students.

Professional Dispositions for Teacher Candidates

Faculty devoted considerable time and effort to create a Disposition Assessment (see Artifact 1.11) as part of the Teacher Candidacy application process. This tool, that is aligned with Maine's Teaching Standards, was created and implemented in January 2012, and has been continually revised in order to provide candidates with accurate and reliable feedback.

All candidates fill out a Disposition Self-Assessment. Additionally, two or three faculty members from Education or Science and Humanities fill out a Disposition Assessment on each candidate. Data from these assessments is statistically summarized and Advisors meet with candidates to review and discuss the assessments. This provides an opportunity to address professional dispositions that, although they are addressed in Maine's Teaching Standards, may not be formally assessed in coursework.

Benchmarks of Achievement of Core Content Knowledge

Husson teacher candidates are guided by a series of benchmarks that ensure their proficiency and development as they move toward program completion. These benchmarks allow faculty to intervene if candidates are not making progress and serve as an incentive for candidates to remain on schedule with the many program requirements. These benchmarks are continually reviewed and strengthened to provide a support structure for teacher candidates.

Admission to Husson is the first benchmark. Candidates are required to have a minimum combined SAT of 1200 for reading, math and writing to be admitted. Placement tests are required in math and writing, and remedial courses are offered to candidates who do not meet the cutoff scores.

Successful acceptance for Teacher Candidacy is the second benchmark (see Artifacts 1.12). Candidates must initiate this process at the beginning of their fourth semester. The application requirements have been considerably revised since 2011 to insure appropriate rigor. The Candidacy Review Committee consists of the Director of Teacher Education and faculty members who review and take action on each candidacy application. Candidates are either accepted or conditionally accepted. Conditionally-accepted candidates have six months to meet requirements. If they fail to meet requirements after the six-month mark, they are no longer eligible to continue in a certification program.

Successful completion of Student Teaching is the third benchmark. This process needs to be initiated by October 15th to be considered for a spring placement and by March 15th for a fall placement. Student Teaching/Seminar in Student Teaching (ED 450) is designed to strategically and effectively connect Maine's Teaching Standards to the content in the capstone seminar as well as to the experiential learning in the student teaching clinical placements. The sequence and design of this course promotes a comprehensive overview of each standard. As a summative assessment, candidates are required to design a personalized professional web-based e-portfolio. Not only does this project showcase their philosophy of education and their credentials, but it also provides evidence of their understanding of the Maine's Teaching Standards through their written interpretation, documentation, and artifacts. During the transition from Maine's Ten Initial Teacher Certification Standards to Maine's Teaching Standards, candidates were given an opportunity to explore both sets of standards to understand and appreciate their evolution.

Educator Preparation Course Delivery Standards

Husson University Teacher Education program demonstrates the highest standards for course delivery and design for a variety of formats and methods including face-to-face, ITV/ICV, hybrid/blended, and online courses. The overall design and expectations of each course are made clear to candidates through both the syllabus and course introduction. In the first session of each class, candidates are taught how to access course materials and resources. Prerequisites for courses are clearly stated. Classroom and electronic etiquette are addressed in every syllabus and in the Student Handbook (see Artifacts 1.1 and 1.4).

All syllabi state the learning outcomes and align these outcomes to Maine's Teaching Standards. Assignments and class activities are also aligned to the Standards and represent a variety of activities and modes of assessment (see Artifacts 1.4). Grading policies and methods of evaluation are clearly stated in each syllabus.

Instructional materials are carefully chosen by faculty and are reviewed annually for relevance and rigor. Materials are evaluated for alignment to Maine's Teaching Standards. Textbooks, articles, and professional literature are chosen to enhance instruction.

Course assignments are carefully considered to ensure faculty expertise in courses being taught. Husson excels in connecting coursework to the real world through experiential learning opportunities. Faculty regularly share instructional practices related to monitoring work, providing feedback, and implementing a variety of instructional methodologies.

Faculty who teach online courses are well trained and demonstrate expertise in this area. For example, one faculty member who teaches online courses regularly, completed a doctoral dissertation entitled: "A Qualitative Study of Personal Constructs of E-teaching." As faculty plan for the implementation of a Master of Science in Teaching program that will include a hybrid delivery model, training in online instructional methods will be included.

Summary

The Teacher Education Program at Husson University has created a strong framework that demonstrates the integration of Maine's Teaching Standards at the course and program levels. The benchmarks built into the program ensure that candidates are demonstrating the content knowledge, professional pedagogical knowledge and skills, and professional dispositions that are necessary to help all students learn. Through a process of continuous review and revision, faculty work to guarantee that candidates are well-prepared to meet the state certification requirements for beginning teachers.

Next Steps

1. Continue to develop standards assessment and management system to accurately track the development of candidates in standard proficiency. Standards mapping of syllabi objectives will indicate levels of introduction, reinforcement, and assessment.

2. Actively involve faculty and candidates in examining the Conceptual Framework through visual displays and reflection on the connection between theory and practice in faculty meetings.
3. Continue curriculum revision with a goal to revise all curriculum templates by Spring 2015. This will include consideration of requiring all candidates to take the Technology in Education course.

Unit Standard One: Advanced Programs Master of Science in School Counseling

The Master of Science in School Counseling program prepares graduates for the dynamic role of school counselor in a K-12 school environment. The requirement of 49 credits reflects an increase of 13 credit hours of required coursework since the Department of Education review and approval in 2008. This degree program incorporates rigorous coursework as appropriate for graduate level study. Program requirements are now aligned with the 2009 curriculum standards set forth by the Council for Accreditation of Counseling and Related Education Standards (CACREP) for School Counseling (see Artifact SC1.1). Program faculty are currently working on the self-study phase of the initial CACREP accreditation process (see Artifact SC 1.2). The degree program is also guided by the competency standards of the American School Counselors Association (ASCA) (see Artifact SC 1.3).

Graduates of the School Counseling program are eligible to apply for certification as K-12 school counselors (Maine Certificate 0075) in accordance with the Maine Department of Education regulation Chapter 115: 1.12. Graduates are prepared for such tasks/activities as classroom guidance lessons, individual counseling, needs-based work with student groups, academic advising, consultation within and outside of the school environment, collaboration to develop effective programming, and empowering students to make appropriate academic, career, and life decisions.

Faculty members employ a variety of performance assessments of candidates' understanding and ability to explore and apply new knowledge. These assessments may include exams, reflection papers, research projects, presentations, demonstrations, experiential activities, performance evaluations, as well as a culminating professional identity portfolio. Assessments are designed to measure candidate mastery of the specialized knowledge and skills required for the work of the school counselor. In addition, practicum and internship are assessed through objective and process measures that include feedback from university and site supervisors (see Artifacts SC 1.4, SC 1.5, SC 1.6, and SC 1.7).

All candidates are required to create a Professional School Counselor Portfolio that serves as a tool for reflection, evaluation and feedback, and development of professional identity. The overall purpose is to collect and combine examples of experiences and mastery with reflection on their meaning or significance. Graduates are thus able to demonstrate specialized disciplinary knowledge for school counseling in keeping with the professional expectations of their field of study. Beginning in spring 2013, the School Counseling Program began moving toward a digital format for the portfolio (see Artifacts SC 1.8 and SC 1.9).

Unit Standard One School Counseling Course Delivery Standards

School Counseling courses are delivered primarily in the synchronous, face-to-face format. Candidates in Bangor attend classes on the campus delivered by a “live” instructor. Candidates based at the Northern Maine Campus and the Southern Maine Campus participate in these classes through Interactive Compressed Video (ICV). CO 710 Counseling Techniques and CO 712 Group Process are delivered only using a “live” instructor. As necessary, instructors are selected to teach these courses at the Northern Maine Campus and the Southern Maine Campus.

CAMS and CANVAS platforms are used to provide candidates with course materials and assignments and as a means of posting and returning tests and assignments. Occasionally, faculty will use a hybrid approach for parts of a course. No course is yet delivered entirely in this format.

Course descriptions and prerequisites can be found on the Husson University website under Curriculum for the MS in School Counseling program. Design and expectations of each course are made clear to candidates at the beginning of the course through the course syllabus and outline. Candidates are contacted by the instructor prior to the class to inform them about how to access course materials and resources. Course syllabi include information regarding methods of communication required for the class and expectations regarding use of electronic devices during class. A separate policy guiding use of technology in the program is currently under development (see Artifacts SC 1.10, SC 1.4, and SC 1.11).

Candidate performance objectives are clearly stated in each syllabus and aligned with the assessment(s) that measure the objective. A variety of types of activities and assignments are expected in each course. The program uses Husson University’s grading scale specified in the catalog. Grading policies and criteria for evaluation are clearly specified within each syllabus (see Artifact SC 1.4).

Candidates in the distance sites take the same classes and are required to meet the same course objectives. Performance objective are aligned with those specified by CACREP, are guided by the ASCA National Model and School Counselor Competencies, and meet Maine’s requirements for certification. This is an advanced degree program and upon completion candidates are prepared to apply for certification as a School Counselor in Maine.

Faculty use textbooks, peer reviewed journal articles, and other course materials and activities that are current, culturally- sensitive, and appropriate for graduate level study in the counseling profession. These materials are inclusive of, or specific to, School Counseling. Candidates are informed in the syllabus, and by the instructor, of the relevance of materials and activities to their learning and progression in the program, as well as completion of the requirements for School Counselor certification and successful performance in the profession.

All School Counseling faculty members have expertise in counseling and in the specific content areas they teach. Dr. Crawford, Dr. Drew, Dr. Stevens, and Dr. Perrello all have experience as School Counselors. Dr. Yasenchak has extensive experience as a clinical counselor and has served on the Maine School Mental Health Project. Instructors are therefore able to help connect course content with real world experiences. They also invite professionals from the field to their classes to further enhance student resources,

connections, and exposure to real world viewpoints. Faculty members take pride in their relationships with candidates and in fostering relationships and interactions among candidates. Instructional strategies, including individual and group projects, reflection papers, practice activities, discussion, exams, presentations and research projects relevant to the course content, are used and continually revised and updated.

Instructors monitor candidate work and discussions/postings regularly and provide feedback in a timely fashion throughout the semester. They are dedicated to responding promptly to candidate questions and contacts. Expectations of candidates are clearly articulated and students are regularly encouraged to contact faculty for further clarification if needed.

Summary

The Master of Science in School Counseling advanced degree program prepares candidates for certification in accordance with the requirements specified in Maine Department of Education Maine Educator Preparation Programs, Handbook for Program Approval Page 129 and is aligned with national accreditation curriculum standards and guidelines (CACREP) as well as the School Counselor competency guidelines provided by the American School Counselor Association (ASCA). A variety of performance assessments determine the candidates' understanding and ability to explore and apply new knowledge.

School Counseling candidates in all courses are apprised of course design, expectations, access to course materials, prerequisites, expectations, objectives and related assessments, and grading standards through course descriptions and course syllabi. Course materials are current and relevant. All instructors are highly qualified in the areas in which they teach.

Next Steps

1. Acquire CACREP accreditation.
2. Expand the School Counselor program to a 61-credit degree program including four more courses as guided by CACREP revisions for 2016.
3. Increase utilization of the CANVAS platform for course delivery.
4. Complete the Use of Technology Policy. (etiquette/"netiquette" expected within the classroom and with all electronic communication and the importance of backing up artifacts).

Unit Standard Two: Assessment System and Evaluation Teacher Education Program

Introduction

The Teacher Education Program at Husson University continually seeks to use assessment data to inform instructional practices, guide programmatic revisions, and improve candidate learning. As such, multiple forms of assessment and data sources are utilized and will be detailed in the following pages. To aid in the organization of this Unit Standard Two report, all information will be organized into three major categories: a preview of the overall assessment system (including the data management system), candidate assessment (including embedded assessments and transitional opportunities) and programmatic assessment (including student admission and progression, Praxis performance, indications of performance in student teaching, curricular matters, student employment, faculty, gaining external perspective, and the development of a comprehensive assessment plan). In each section, there will be an explanation of the importance of the identified area, along with a detailed description of how the identified data is utilized to improve the School of Education.

The Overall Assessment System

The overall assessment system for the Husson School of Education is intertwined with nearly every programmatic function. To operationalize this level of assessment, the School of Education depends on technological resources to manage the data. As such, the data management system will be addressed first as it pertains to the overall assessment system. Following this, there is a detailed discussion of the two major components of the assessment system: candidate and programmatic assessment.

Data management

Nearly all assessment data is entered into the Husson University data management system (CAMS) where it may be accessed and utilized by administrative staff and faculty to inform programmatic or candidate issues. A demonstration of the system will be provided upon request. The faculty has direct access to the vast majority of data housed within CAMS and may utilize it to better serve the individual candidates they advise and to address departmental issues with which they are involved. Additional information may be accessed by the School of Education support staff, the Director of the Teacher Education program, the Director of Institutional Research, the Director of Assessment, or by the Registrar as appropriate. CAMS also has a newly-developed Degree Audit feature that will enable faculty to monitor student registration, course activities (such as withdrawals) and academic progression. The Degree Audit will need three years to be fully implemented, but once it is fully operational, the School of Education will be able to utilize the provided data to more effectively manage the course offerings ensuring appropriate courses are offered when needed. CAMS also interfaces with CANVAS, Husson University's learning management system, which also allows the faculty to access candidate level information to more effectively monitor candidate learning and progression. Data sets included within CAMS include course grades, departmental and overall GPA, entering SAT scores, Praxis scores, and proof of required documentation (such as documentation of meeting fingerprinting requirements).

The School of Education also utilizes multiple data sources not entered into CAMS, such as the one-year post graduation survey from the Office of Institutional Research and the Candidate Disposition Assessment data. In such cases, the resulting data resides within a secured network accessed by the Director of Assessment for Husson University and School of Education administrative support staff. This allows for the continued analysis of the data and for the utilization of the data by the faculty or the Director of the School of Education to inform candidate or programmatic issues.

Most data analysis is completed on an annual basis, and the format for distribution will be decided later this year by the directors in the College of Health and Education. Such annual reporting is likely to include current 6 year graduation rates for each of the major paths (Elementary Education and Physical Education), the percentage of credit eligible candidates successfully progressing through the teacher candidacy process, the number of new admissions, average GPA in Education courses, and current passage rates for Praxis. The established system of analysis also provides comprehensive information about student progression at specific transition points as detailed below within the candidate assessment system.

Candidate Assessment Systems

Given the ability to manage data, it is feasible to utilize a multifaceted approach to assess candidate progression. However, all assessments at this level may be summarized in two parts - those of embedded assessments and those of transitional opportunities.

Embedded assessments

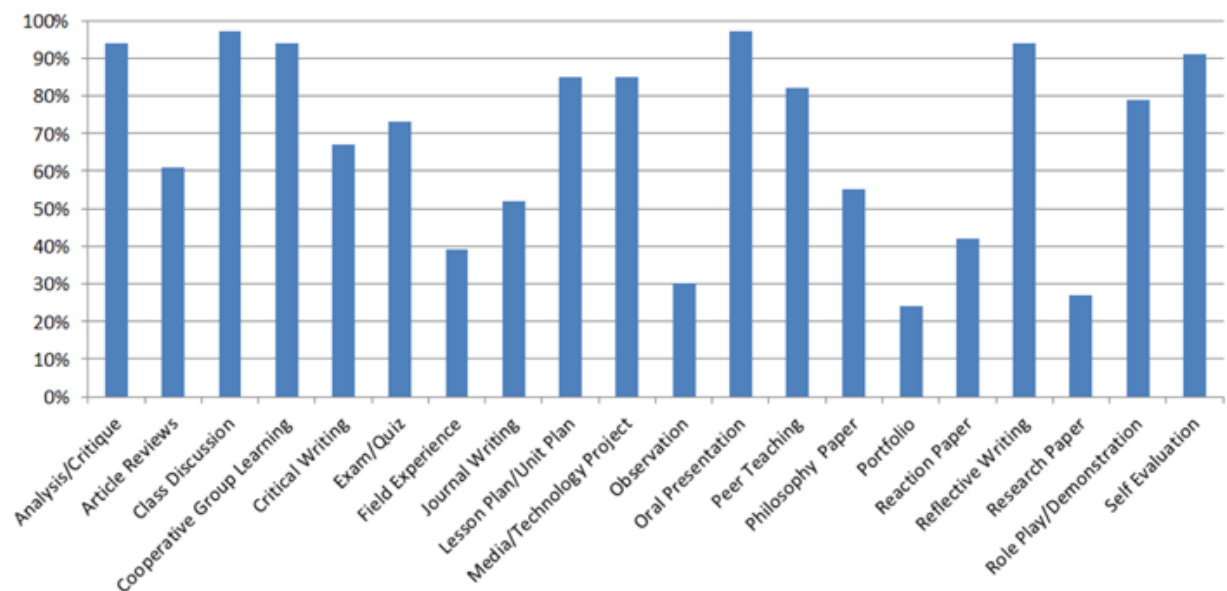
Much of candidate assessment involves course grades and individual assignment grades. However, the faculty at Husson University recognizes that for GPA to accurately reflect candidate learning, then steps to address validity and reliability of embedded assessments would be necessary. The Teacher Education faculty spent a full day in a retreat dedicated to assessment needs in the spring of 2013 and another half-day in the fall of 2013. The focus of these sessions was to align all embedded assessment to course objectives and to be able to utilize assessment mapping to be sure all of the intended outcomes were addressed at the frequency and cognitive level desired. The outcome was the ability to more accurately have course-level GPAs be a true reflection of the course content. There have also been multiple campus-wide follow-up workshops that have focused on increasing the validity and reliability of embedded assessments (see Artifacts 2.1).

As a precursor to the work done in improving the validity and reliability of the embedded assessments, the Teacher Education program had conducted a full curricular mapping exercise and identified where all InTASC standards were being introduced, reinforced, and emphasized within the curriculum. Additionally, faculty identified how each of the InTASC standards was being assessed within each course (see Artifact 1.3). Given the combination of the mapping and increased focus on embedded assessment, the Education faculty now have an expectation for all syllabi to indicate all of Maine's Teaching Standards with a description of how these learning outcomes are assessed (see Artifacts 1.4). This mapping also allows the Teacher Education Program to identify specific artifacts that are associated with specific learning outcomes. This is an important feature and will be addressed in the programmatic assessment section.

During a candidate's progression toward graduation, Maine's Teaching Standards are assessed in multiple ways, providing a deeper understanding of a candidate's mastery of each learning outcome. This also allows the Teacher Education faculty to demonstrate multiple assessment methodologies in application, thus reinforcing sound assessment practices.

Teacher Education Faculty utilize a full range of assessment techniques and tools, but there is a focus on performance assessment as the intent is for the candidates to be able to apply their skill and knowledge in authentic situations and in actual practice (see Artifact 2.2).

Table 2.1: Performance Assessment within Teacher Education



The Teacher Education faculty also strive to increase the consistency in measuring student learning from class to class, and have developed many shared assessment tools. One such shared tool is the shared lesson plan template, which also has established norms for expected candidate performance when utilizing this tool (see Artifact 2.3). They have also adopted a shared rubric for scoring major writing assessments (see Artifact 2.4). This shared rubric is also an example of inter-professional collaboration as it was adapted for the EH 123 Rhetoric and Composition course, thus reinforcing and expanding upon previously-learned content and maintaining consistent feedback for the candidate.

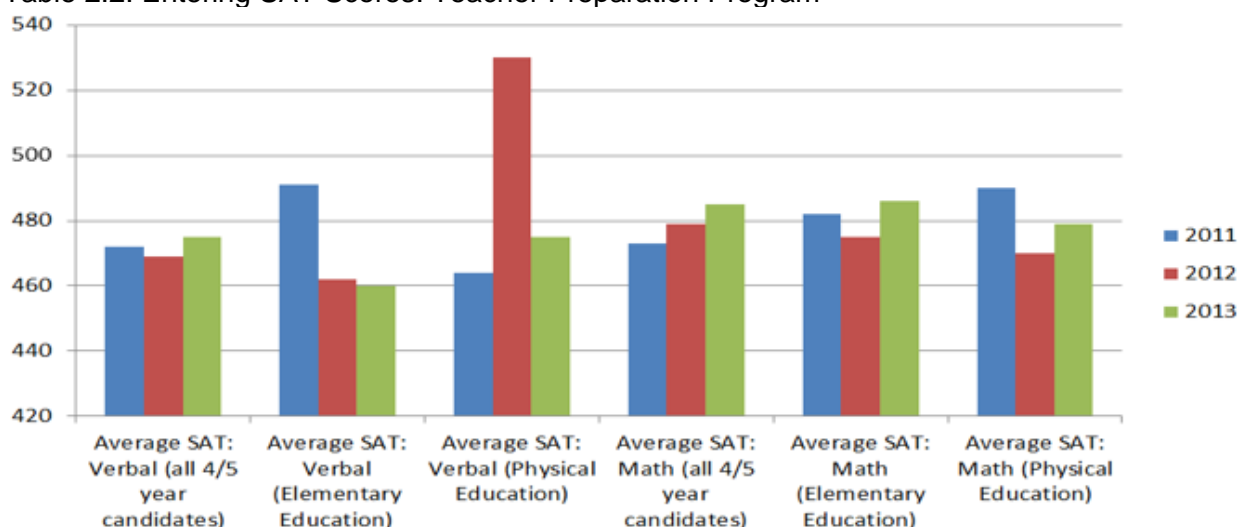
Transitional opportunities

There are three major transitional opportunities for candidates: admission, teacher candidacy, and student teaching. Each of these areas requires assessment data to ensure the quality and qualifications of the advancing candidate, and each has its own criteria.

Admission requires multiple assessment requirements as the Teacher Education program has candidates entering as traditional first-year students, transfers from other post-secondary institutions without baccalaureate degrees, transfers from other academic programs within Husson, and entering candidates with baccalaureate degrees attempting to become licensed teachers. Admission into the Teacher Education program is an important transitional opportunity, and care must be taken to ensure that highly-skilled candidates who are likely to persist are admitted, and that appropriate supports are offered to the candidates to help their progression (see Artifacts 2.5). Admission is also an important aspect of programmatic assessment and will be addressed from the programmatic perspective within that section.

A clear example of the assessment required at this transitional period may be found in our examination of the Teacher Education's candidate's entering SAT scores. Specifically, the candidate's highest SAT score in each area and the score for the first time the candidate took the corresponding Praxis I exam were explored for correlation relationships. In this way, the Teacher Education program was able to recognize the strong correlational relationship between the SAT Math and the first-time Praxis I Math ($r=.723$, $n=161$, $p<.001$), highest SAT: Verbal score and first-time Praxis I Reading score ($r=.662$, $n=176$, $p<.001$) and first-time Praxis I Writing ($r=.647$, $n=120$, $p<.001$). Additionally, it was determined that those Teacher Education candidates who scored lower than 450 in either Math or Verbal SAT tests would be less likely to pass the related Praxis I test on the first try. As such, these candidates with lower SAT scores are identified to their advisors so appropriate scheduling alterations may be made to provide academic courses that will improve the identified areas of weakness, and to offer content and test-taking tutoring. These actions are necessary to prepare the candidate for the next transitional opportunity, which is teacher candidacy.

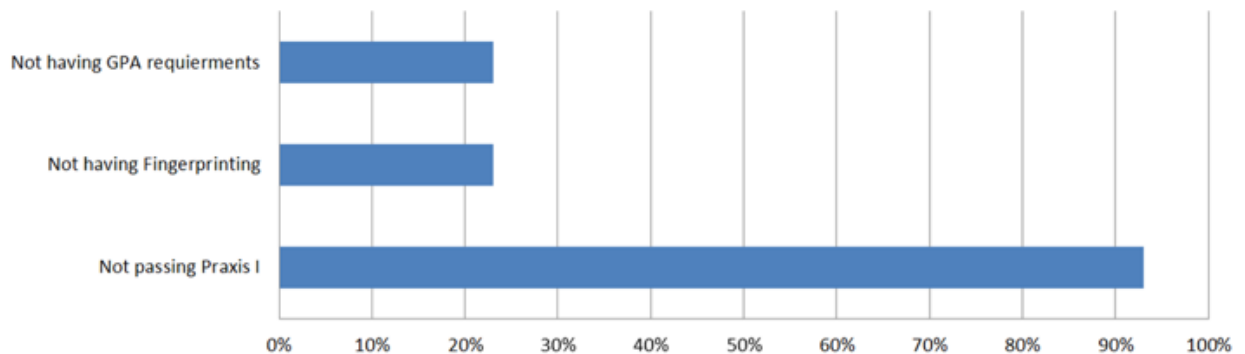
Table 2.2: Entering SAT Scores: Teacher Preparation Program



The teacher candidacy process is a transitional period where the candidate is preparing to progress in the program. For a candidate to advance through sophomore candidacy, several benchmarks must be met. These benchmarks include such components as

meeting specific grade requirements (2.5 overall GPA and a C+ or better in all Education courses), completion of fingerprinting/background check through Maine Department of Education, passage of the Praxis I series or Praxis Core Academic Skills for teachers, submission of an essay explaining why they aspire to teach, and participation in the disposition assessment (see Artifact 1.11). This transitional opportunity helps ensure that only those who are more likely to be able to complete the required educational courses be allowed to progress within the Teacher Preparation program. There are multiple reasons for establishing this transitional opportunity during the sophomore year, but one clear example is derived from an earlier analysis of Husson candidate's Praxis I scores which demonstrated that the longer a candidate waited to take the Praxis I test, the less likely they would be to pass. The challenge of the Praxis I for many candidates is further indicated by the understanding that in the last two years, 93% of students who did not meet the initial criteria for teacher candidacy had not passed the Praxis I series. Again, having an intervention plan in place triggered by SAT scores will help better prepare candidates for the transitional opportunity of teacher candidacy.

Table 2.3: Common Characteristics in Not Achieving Teacher Candidacy



The critical disposition portion of sophomore candidacy also offers an excellent opportunity for the candidates to gain a greater understanding of themselves, as well as a deeper understanding of their communication and interpersonal skillset prior to entering the bulk of education courses, or into the teaching profession. Data about each candidate's disposition is gathered from multiple faculty members outside of the School of Education, from the candidate's advisor, from Teacher Education faculty, and from the candidate. This data is not utilized to generate a cut score, but it is analyzed in multiple ways and reported back to the candidate at individual meetings with their advisor (see Artifact 2.6). This data allows for a great deal of reflection about the candidate's own disposition, interpersonal skill, creativity, and ability to work with others. In addition, it offers the framework for a candidate to decide if they truly want to embark into the field of education.

The final transitional opportunity, as mentioned above, is student teaching. In the semester prior to student teaching, each candidate must demonstrate the required qualifications. These have, for the most part, been met in the teacher candidacy processes, but the additional requirement of Praxis II passage and the continued mastery of content knowledge and skills should be noted. Beyond the gateway requirements, the student teaching experience itself is also a unique transitional

opportunity as the candidates develop an e-portfolio in which they demonstrate proficiency in Maine's Teaching Standards, while generating an artifact that may be used in an application processes to demonstrate their ability and knowledge for potential employers.

Programmatic Assessment

The overall assessment plan for programmatic outcomes is also multifaceted. Specifically, the programmatic assessment incorporates student admission and progression, Praxis performance, indications of performance in student teaching, curriculum, student employment, faculty, gaining external perspective, and the development of a comprehensive assessment plan.

Candidate admission and progression

As indicated in the candidate assessment, there is a great deal of importance in the admissions process, not only as a transitional opportunity for the candidate, but also as a transitional opportunity for the Teacher Education program. Maintaining candidates in a teacher preparation program is crucial for program viability, yet analysis indicates that the number of enrolled candidates had been declining over a multiple-year span. The Teacher Education program recognizes additional candidates must be recruited, and current candidates must be retained within the program until graduation.

As such, target enrollment numbers have been set as part of the recruitment action plan (see Artifact 2.7). The first target was set for the 2012-2013 academic year to increase the number of applications to the Teacher Education Program by 50%, and increase the number of entering full-time students by 50% over the 2011-2012 data. Applications were increased by 62.5% from the fall of 2012 to the fall of 2013. The number of entering full-time students increased by 33% over the previous year.

The ability to attract and retain students is a key measure of programmatic success. To help meet this measure, during the 2012-2013 academic year the Husson Teacher Education program contacted every available guidance counselor in the state of Maine by email to provide information about the teacher preparation program and developed a summer camp specifically for high school students who are interested in becoming educators.

Table 2.4: Enrollment and Graduation: Teacher Preparation Program

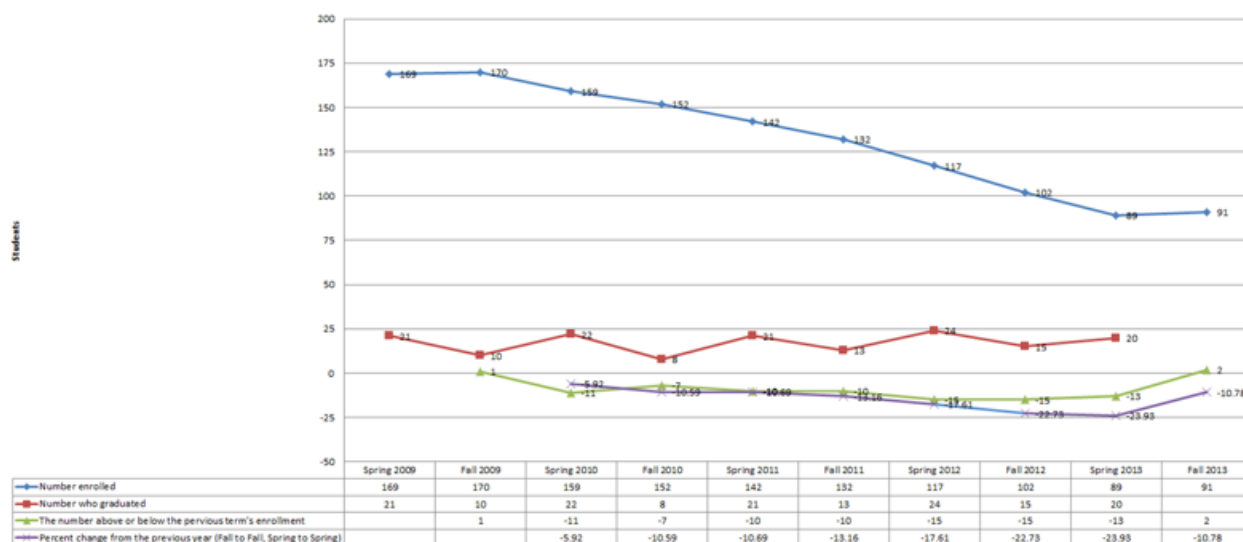
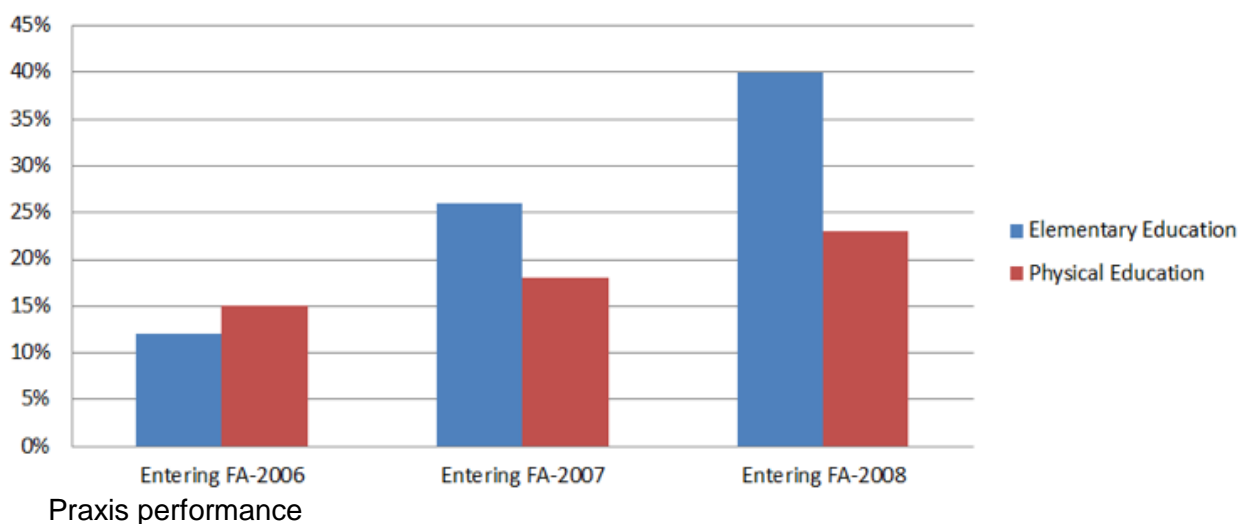


Table 2.5: Six-Year Graduation Rate



To further monitor candidates' progression toward graduation, other key indicators are examined. Specifically, Praxis scores are analyzed as failure to pass the Praxis I (Praxis Core Academic Test for Teachers) or Praxis II will create barriers for student progression. Additionally, key courses are examined as indicators of Praxis performance, or indicators of performance in Student Teaching as seen in the next section.

For example, between 2010 and 2013, 90% of candidates who scored a B- or below in ED 201 - Philosophical Foundations of Education, did not attempt Praxis I. Additionally, 94% of candidates who earned at least an A- took all sections of the Praxis I, and 91%

of those students earned passing Praxis I scores. Though there is no correlational value between ED 201 - Philosophical Foundations of Education and Praxis I scores (a higher course grade does indicate higher Praxis score), there is a clear indication that candidates who complete ED 201 and do well in that course tend to progress within the Teacher Education program and do well on the Praxis I series. This information provides data so faculty can provide additional support.

In addition to simply passing the Praxis I series, it is the goal of the Husson Teacher Education program that the candidates pass on their first attempt. For example, during the 2012-2013 academic year, 37% of first time Husson candidate takers failed the Praxis I Math. (This is an improvement over the 42% in 2008-2009). This clearly does not indicate the candidates will not be successful, but it does indicate that a high percentage of candidates may not be eligible for key transitional opportunities such as teacher candidacy. As such, in the spring of 2013, the Teacher Education program implemented Praxis I tutorial sessions (see Artifacts 2.8). Each tutorial program ran for six weeks and specifically addressed test-taking techniques and areas that past Husson candidates had struggled with based on an analysis of past Praxis I sub-scores. Starting in the Spring of 2014, these tutorials will be redesigned as part of the ED 201 course, and they will be a required component for all students who have not yet passed the Praxis I series.

Praxis II scores are also a key component to candidate progression. Since 2008, the average yearly passage rate of the Praxis II for Husson Candidates is 86.3%. (This does not imply that 13.7% of the candidates never pass; they simply tried at least once during the given academic year and did not pass at that specific time.) The average yearly passage rate between 2008 and 2014 is 86.3% for Physical Education candidates and is 87.7% for Elementary Education candidates. As there is only a small population of Husson candidates taking the Praxis II on any given year, passage percentages tend to have a high degree of fluctuation. However, there is clearly a need for focused intervention in this area.

Indications of performance in student teaching

Understanding how one course may predict performance in another is a valuable source of information. In an analysis of all education grades since the fall of 2008, ED 201 grades have a moderate correlation to Student Teaching grades ($r=.535$, $n=32$, $p=.007$), giving insight at an early opportunity to which candidates may need additional support to be prepared to meet the challenges of student teaching. Additional courses with significant correlations to student teaching grades include ED 231-Curriculum and Instruction for Elementary Education candidates ($r=.490$, $n=20$, $p=.028$) and ED 410 - Assessment and Evaluation in Health and Physical Education for candidates ($r=.722$, $n=17$, $p=.001$).

Curricular matters

As discussed in the candidate progression section, all courses have been mapped to identify key InTASC learning outcomes and associated assessments. This allows for a programmatic level assessment as artifacts associated with specific learning outcomes may be examined as evidence of curricular effectiveness. The Teacher Education program is currently establishing a schedule of learning outcomes within the curriculum to be assessed each semester. The goal is to establish a sustainable rotation of

assessment so all outcomes are reviewed at least once every 5 years. The plan is to identify a learning outcome for analysis, and then utilize the mapping data to identify multiple courses that have indicated that association with that learning outcome. From these selected courses, key artifacts will be identified that demonstrate the candidate's proficiency of the selected learning outcome. The faculty will develop a rubric to assess this artifact in relationship to the selected learning outcome, and then participate in norming sessions to improve inter-rater reliability of the developed assessment tool. Finally, multiple teams of faculty will score a random sampling of the selected artifacts. The scores will be analyzed in terms of reliability, and then they will be used to determine the curricular effectiveness of addressing the selected learning outcome to that point within the curriculum and to guide any recommended curricular modifications. This process, once developed more fully, will be extremely valuable as it moves beyond a simply numerical understanding of how many candidates progress through the curriculum and addresses the extent to which specific learning outcomes are achieved while a candidate is progressing across the curriculum.

Candidate employment

Another important part of the Husson School of Education evaluation is based on the job attainment and performance of the graduates. Unfortunately, this is a data-weak area for Husson University. The Office of Institutional Research for Husson University does a graduation survey and a one-year follow up survey to gain employment information of Husson graduates. However, for candidates graduating from the Teacher Education program, there is only a return rate of roughly 10%, limiting the degree of confidence in which conclusions about the performance of School of Education graduates can be made. The Maine Department of Education, through its Longitudinal Data Grant, is developing a system that will provide a structure and system to track graduates in the teaching field. The Director of the Teacher Education Program has met multiple times with personnel at the Department to provide input into the building of this system. The Teacher Education Program participated in webinars for designated representatives of teacher preparation programs in the state of Maine that were offered in the Spring of 2013 to refine the data collection processes. The Teacher Education program hopes to be able to utilize this system in the near future; meanwhile, it tracks job placement self-reported to faculty and staff. The use of social media to gain a greater understanding of the performance of recent graduates is also being explored.

Faculty

Faculty members play an enormous role in programmatic assessment. In addition to their teaching load, and in addition to advising an average of 20 students, they meet every week for 90 – 120 minutes to work collaboratively on topics such as data reporting, data analysis, program revision, advising issues, professional development, and program review (see Artifacts 2.9 and 2.10). They have successfully adapted curricular change based on presented data and their own expertise and experience. The completion of two program template revisions by the spring of 2013 attests to the commitment and in-depth analysis that is required to ensure that the program is reflective of the needs of candidates (see Artifacts 1.5).

Faculty are also subject to programmatic assessment, as their roles are constantly evaluated. Faculty members participate in an annual assessment, including a review of teaching, scholarship, service, advising, and a review of observational data gathered

during a classroom observation conducted by the Director of the Teacher Education program (see Artifacts 2.11). Additional information is considered during the faculty review, such as candidate evaluations and activities outside of Husson University that contribute to the field of education. This review is external to the multi-year contract review that faculty must undergo at the university level, but it specifically allows for classroom accountability and role modeling of traditional K-12 supervision.

Gaining external perspective

The Teacher Education program also seeks to be assessed both in formal and informal capacities by professional colleagues, adjunct faculty members, cooperating teachers and administrators within the Maine K-12 system, and the Husson Teacher Education Advisory Board. Much of this assessment is formative in nature as feedback is given at different opportunities from multiple constituents, but feedback from the Husson University Teacher Education Advisory Board is more formal in nature. At the annual Husson University Teacher Education Advisory Board meeting, reports are presented about the Teacher Education program's progress, and the Board members have the opportunity to contribute to the current issues relating to the School of Education, or pertaining to the field of professional education (see Artifacts 2.12).

Additional external perspective is gained from interactions with the Husson University's accrediting body. Husson University recently completed a successful accreditation review with NEASC, which included a review of all programs within the University. In the findings report, NEASC identified the School of Education as one of the three University-wide programs that have well-established practices for assessment (see Artifact 1.6).

Finally, additional perspectives are gained while working to align the mission and goals of the Teacher Education program to those of Husson University. As evidenced within the artifacts, all of the Teacher Education program's missions and goals are directly associated with the mission statement of Husson University, and have associated matrices of assessment that would provide some indication of the program's success.

The development of a comprehensive assessment plan

Though the Teacher Education program does not yet have a fully-developed formal comprehensive assessment plan, it has taken the initial steps in that direction. Through this report, multiple strategic initiatives have been referenced and multiple components of a comprehensive assessment system have been detailed (see Artifact 2.13).

Summary

In summary, data is collected strategically and systematically throughout each of the Education programs. Candidate achievement, as documented by admission data, grades, practicum experience evaluations, portfolio presentations, disposition assessments, mentor teacher review, and graduate data, can be analyzed by the faculty and then used to enhance and improve practices to meet candidate needs. This process assists the Teacher Education program in achieving the ultimate goal of preparing and graduating highly proficient and dedicated professionals in Education who are committed to evidence-based principles and practices. The faculty believes that understanding the data available in the Teacher Education program and consistently

using it to inform decision making at the institutional, program, and individual level allows for the effective and efficient utilization of resources.

Next Steps:

1. Participate in the Maine Department of Education Longitudinal Data Project to collect data on Education graduates.
2. Improve assessment of writing skills to identify candidate needs and ensure skill development.
3. Refine Assessment mapping to delineate the level of each assessment and ensure adequate coverage of all of Maine's Teaching Standards.
4. Adopt a data management system to track candidates' progress in meeting Maine's Teaching Standards.
5. Refine the candidate self-evaluation of practicum experiences.
6. Develop and implement a comprehensive assessment plan.
7. Enhance data management system to track scores and sub-scores of Praxis I and Praxis II.
8. Develop Praxis II intervention plan.

UNIT STANDARD TWO: ADVANCED PROGRAMS ASSESSMENT SYSTEM AND EVALUATION

Master of Science in School Counseling

Faculty in the School Counseling program continually use data to inform instructional practices, guide programmatic revisions, and assess and improve candidate learning. Several forms of assessment and data sources are utilized, and they are explained below.

The MS in School Counseling program is small, allowing faculty to work very closely together. Program evaluation is ongoing and continual, but mostly informal at this time. Faculty meetings are held weekly with opportunity to review data at each meeting and discuss relevant program revisions. An advisory council is in place. Meetings each semester address student, curriculum, policy, procedural, and program concerns. Such evaluation has resulted in a substantive number of changes in the School Counseling program since 2008 (see Artifact SC 2.1).

Overall assessment system (including the data management system)

Significant effort is underway to create a formal assessment and evaluation system. Assistance is now available through the Office of Institutional Research (begun in 2012) and Office of Assessment (begun in 2013). The following subsections detail the steps that have been taken toward developing a formal assessment of candidate progress and a program evaluation process (see Artifact SC 1.6).

Candidate assessment

The following steps inform assessment of candidate progress:

1. The admissions process follows the standard graduate admissions application including submission of scores from the GRE or Miller Analogies Test, transcripts showing all undergraduate and graduate degrees with GPA(s), admissions essay, and three letters of reference. A resume of experience and at least one academic reference are requested. A candidate file numerical rating scale is used during file review. All full-time faculty are involved in the file rating process for every applicant. Candidates who are chosen based on this review are invited to participate in an individual and a group interview. Standard questions and procedures are used during these interviews. All full-time faculty participate in the interview process and are involved in admissions decisions through a collaborative discussion process.
2. Undergraduate and graduate GPA is recommended to be a 3.0 or above. Admissions test scores are recommended to be average or above. Neither of these are considered cut scores. Applicants with a masters degree or higher are not required to submit GRE or MAT scores. The admissions procedure takes into account all of the data presented (see Artifact SC 2.2).
3. The program uses a Professional Performance Review developed from a review of the counseling literature to assess candidate dispositions as detailed on the PPR rubric (see PPR rubric Artifact SC 14). The PPR is completed by every instructor for every candidate in every class each semester. The candidate also completes the PPR as a self-evaluation. A shared rubric guides this review. All faculty, including adjunct faculty, were trained in the requirements of each dimension of the rubric to increase inter-rater reliability. Findings are reviewed with the candidate by the student advisor each semester and a plan is developed to address any resulting concerns (see Artifact SC 2.3).
4. Students apply for candidacy after the completion of 12 credits of coursework. One of those courses should be CO 710 - Counseling Techniques. There is a full faculty review of each student for candidacy. Data reviewed for candidacy include successful progress in the program as evidenced by the GPA and results of Professional Performance Reviews, advisor recommendation, and full-time faculty assessment of appropriateness for continuing in the program (see Artifact SC 2.4).
5. All of the courses in the School Counseling program are aligned with the objectives specified by CACREP Core and School Counseling specific standards. Objectives are further aligned with assignments and activities that assess each objective. All are clearly outlined on each syllabus allowing the candidate to monitor their own progress toward completing objectives. Candidate progress toward mastery of CACREP standards may be measured by the achievement of specific outcomes in designated courses (see Artifact SC 1.4 and SC 1.5).
6. Faculty, site supervisors and liaisons, clinical supervisors, and the candidates themselves evaluate candidate progress in Practicum and Internship through a collaborative process. Evaluation is ongoing, but is formally assessed using an

evaluation form at midpoint and at the end of the experience. Goals are set for the next phase of the clinical experience (see Artifact SC 1.7).

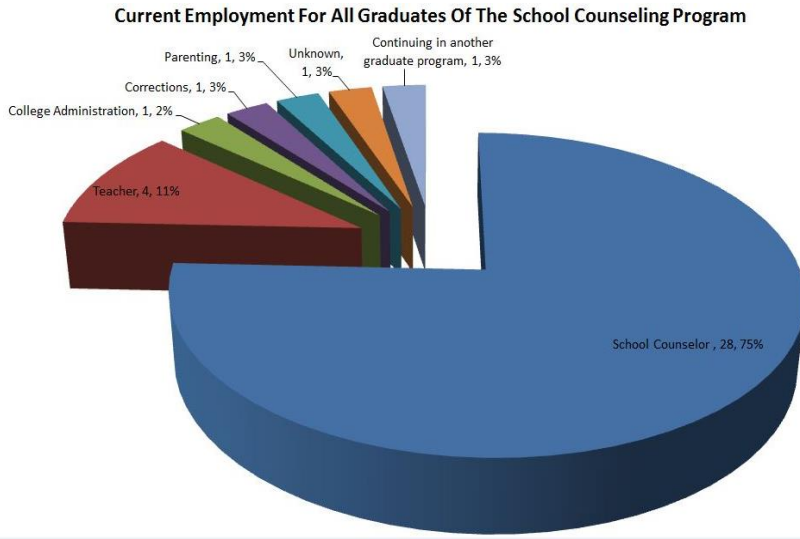
7. All School Counseling candidates complete a Professional Portfolio. Portfolio requirements reflect School Counselor core competencies as outlined by the American School Counselor Association (ASCA) and CACREP. Candidates are guided to gather and reflect on evidence that shows their acquisition of knowledge, skills, competencies, and professional identity. Candidates share their progress on the portfolio with their peers and faculty members at key points throughout the program (CO 700, ED 701, ED 705, and Internship). The Portfolio serves as a formative assessment helping candidates assess their own growth and needs. It also serves as a summative assessment, evidence of the acquisition and application of the skills and knowledge required of a School Counselor, in a format that can be shared with prospective employers (see Artifact SC 1.8 and SC 1.9).
8. Candidates must pass the Praxis II School Guidance and Counseling Exam in order to be certified in Maine. While this is not yet a program requirement, candidates receive the results of the exam and are able to further self-assess their progress. Some candidates share the results. Data on the results that are shared are available for review by program faculty. The possibility of making this exam a program requirement is under discussion at this time. When that happens, this data will become another formal part of the School Counselor candidate's assessment of progress.
9. Also under consideration is adding the requirement of passing scores on the Counselor Preparation Comprehensive Exam (CPCE) of School Counseling candidates as is required of Clinical Mental Health Counseling and Pastoral Counseling candidates. If a decision is made to require this exam, it will provide an additional external measure of candidate progress in core counseling skill and knowledge.

Programmatic assessment

The following steps inform program evaluation in light of the mission to prepare Professional School Counselors for culturally-relevant, ethical practice in K-12 schools (see Artifact SC 1.6):

1. The program seeks highly-qualified applicants with potential for success in the graduate program and on the job as a School Counselor. Applicants are assessed across academic, interpersonal, and leadership domains. To date, 37 candidates have received graduate degrees in School Counseling from Husson University. Of those, 28 are currently employed as School Counselors in Maine. Four are employed as teachers, one is a college admissions counselor, one works with children in a corrections facility in Massachusetts, one is a student in another graduate degree program, and two are unknown. At least 28 are certified as School Guidance Counselors in Maine. One hundred percent of the students who take the Praxis II School Guidance and Counseling Exam and report scores back to Husson University pass the exam (see Table 2.6 below).

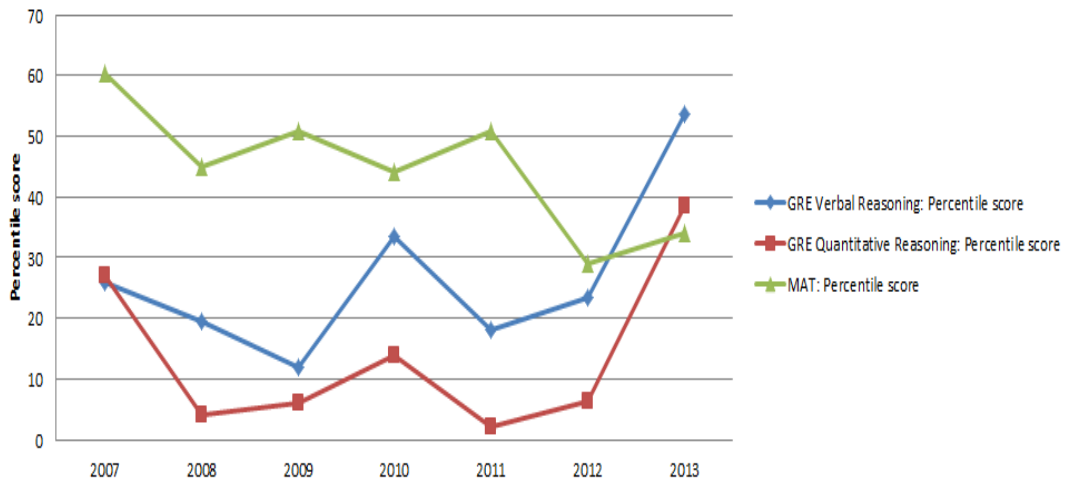
Table 2.6: Graduate Program Employment



- Success in recruiting qualified applicants is evidenced by an overall retention rate of 86%, a graduation rate of 83% within six years of admission, and employment rates specifically within school counseling of 75%. Ninety-five percent of graduates either work in school counseling or a related field or have progressed into an additional graduate program. The addition of an employer survey will provide additional data on the success of graduates on the job.

Table 2.7: MAT Entrance Data

Master of Science in School Counseling: Average GRE & MAT Percentile Scores



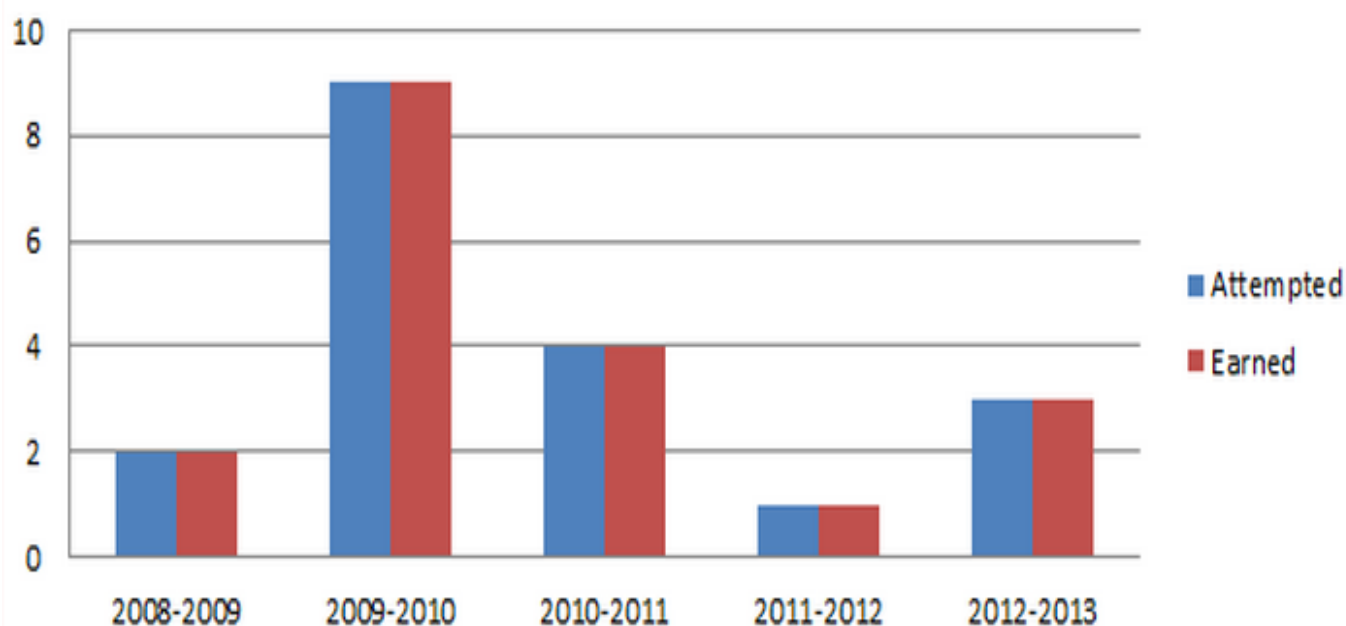
- The program seeks to prepare, retain, and graduate highly successful Professional School Counselors for practice in K-12 schools. Formal data is being gathered on candidate retention, graduation rates, employment rates, and satisfaction with preparation (see Artifact SC 1.6). As this data becomes available by the Spring of

2014, it will be reviewed as a part of a more formal program evaluation process. Plans are in place to formally evaluate the program using this data annually.

4. The program seeks to offer relevant and effective courses within the curriculum requirements. Course evaluations are completed by candidates each semester and results are shared with faculty and the program director (see Artifact SC 2.4). Modifications to course content and delivery are made by the faculty based in part on feedback from these evaluations. An example is the inclusion of more frequent exams in CO 722 at the request of candidates.
5. The program is committed to the professional development of the core program faculty and administrative assistant. The Program Director evaluates each of the full-time faculty members each year in accordance with Husson University policy. As part of annual faculty assessment, faculty complete professional development plans. The Director also assists in the evaluation of the shared administrative assistant who develops her own professional development plan. The Dean of the College of Health and Education evaluates the Program Director annually and the Director develops a faculty development plan as well. In addition, faculty also participate in multi-year contract reviews - a peer and administrative evaluation and promotion process in accordance with University policy. Results are used to assist in determining priorities for training and allocation of time (see Artifact SC 2.5).
6. Internship Site Supervisors and Practicum Liaisons evaluate their experience of working with the counseling program to provide field experiences. A form is used to gather feedback and results are reviewed by the faculty. The form is currently under revision and results are being compiled for more formal faculty review (see Artifact SC 2.6). This data is used to improve the relationship with sites and to evaluate the process of practicum and internship.
7. All of the courses in the School Counseling program are aligned with CACREP Core and School Counseling specific standards. Assignments and activities for each course are aligned with standards and are clearly outlined on each syllabus. This allows candidates to monitor progress toward completing objectives. Curriculum mapping guides annual program review of course alignment with the objectives of the School Counseling program (see Artifacts SC 1.5).
8. The first program follow-up study of graduates was conducted in the Fall of 2013. This survey gathered data on such criteria as employment, credentialing, satisfaction with preparation for the counseling position, and satisfaction with the experience in the Husson University graduate counseling program. Results are currently being compiled and will be reviewed by the program faculty prior to the Spring 2014 semester (see Artifact SC 2.7). Survey data will be used to evaluate the effectiveness of the program and to determine needed revisions in curriculum, policies, and procedures.
9. An employer survey will be sent out in the Spring of 2014 seeking information on their satisfaction with the preparation of Husson University School Counseling program graduates. Feedback from this survey will further guide program assessment and inform revisions to curriculum, program policies, and procedures.

10. Informal data on certification and employment gathered through contact with graduates has been reviewed with program faculty and the School Counseling Advisory Board (See Artifact SC 2.8).
11. The Praxis II School Guidance and Counseling exam is required of candidates seeking certification in Maine and other states. Currently, the program does not require the exam results to be shared with faculty, nor is the exam a program requirement. However, candidates often choose to share results or simply report that they pass the exam; for others it is evident that they become certified and employed. Husson School Counseling candidates seem to readily pass this exam

Table 2.6: Passage of the ETS Professionally School Counselor Examination (according to available data)



Known results are reviewed and used to evaluate the School Counseling curriculum. It is apparent that the curriculum meets the preparation needs of School Counselors as measured by that exam.

12. The program has an Advisory Board comprised of highly-qualified and experienced School Counselors representing elementary, middle, and high school programs, as well as School Counseling candidates and faculty. The Advisory Board is considered an integral part of the program assessment process, and plans are in place to meet with the Advisory Board annually.

The School Counseling Advisory Board met most recently in October of 2013. Program updates were provided and members offered suggestions for additional coursework and improvements in the supervision of field experiences. The Board reviewed enrollment, retention, graduation, testing, certification, and employment statistics. Suggestions were

made for additional courses and field experiences. Additional field experiences will be incorporated in coursework beginning in the Spring of 2014. Plans are underway to add courses to bring the program to 61 credits over the next three to five years (see Artifact SC 2.8).

In response to a discussion regarding site supervisor preparation, a training experience was provided in November of 2013. The training was delivered simultaneously to site supervisors at the Northern Maine Campus via the ICV system to expand options and training there. Plans are to offer this training at least annually (see Artifact SC 2.9).

Summary

The School Counseling program has an assessment system that uses data to assess candidate admission and progress through the program, and to inform program evaluation and revision. The program is actively developing a more formal assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.

Next Steps

1. Continue to refine the ongoing formal assessment system.
2. Improve the scoring rubric for admissions process with addition of rubrics for the essay and interview.
3. Consider requiring the Praxis II School Guidance and Counseling Exam and the CPCE as external assessment tools prior to Internship. Inclusion of the CPCE will necessitate requiring an additional course in ethics.
4. Encourage School Counseling candidates to take the National Counselor Exam.
5. Formalize a system for using data from the site supervisor evaluations for program change.
6. Conduct a data analysis of admissions criteria to determine predictability of success in the program and certification testing.
7. Connect Portfolio requirements to program core objectives.
8. Analyze follow-up study and evaluate program based on results.
9. Conduct an employer interview, analyze results, and evaluate program based on results.
10. Hold annual Advisory Board meetings.
11. Formal data is being gathered on candidate retention, graduation rates, employment rates, and satisfaction with preparation (see below). As this data becomes available by the Spring of 2014, it will be reviewed as a part of a more formal program

evaluation process. Plans are in place to formally evaluate the program using this data annually.

12. Curriculum mapping guides annual program review of course alignment with the objectives of the School Counseling program.
13. Survey data will be used to evaluate the effectiveness of the program and to determine needed revisions in curriculum, policies, and procedures.

Unit Standard Three for Teacher Education: Field Experiences and Clinical Practices

Introduction

The faculty in the School of Education of Husson University (hereafter referred to as “the faculty”) recognizes and appreciates the value of varied field experiences. Candidates earning a Bachelor of Science degree in Education are required to complete four field experiences, totaling a minimum of 120 clinical hours, before student teaching. A hierarchy of field experiences is designed to guide candidates as they gain increasing proficiency in Maine’s Teaching Standards.

The conceptual framework, as depicted in the School of Education insignia, has two pillars - an educational pedagogy pillar and a professional practices pillar - which have a connecting strand entitled experiential learning (see Artifact 3.1). This essential connection represents all the critical experiential learning components that are purposefully embedded in coursework as well as the relevant field experiences required as candidates progress through their degree programs. This design provides multiple and varied opportunities for observations and guided practice to ensure that candidates become well-informed about the professional and ethical responsibilities of teaching while they have first-hand experience connecting content and pedagogical knowledge to practice. These sequential field experiences and clinical practices have served to intentionally and effectively connect the two pillars of the School of Education.

Husson School of Education Insignia (Figure 3.1)



Candidate's Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Candidates Learn

Consistent with the Conceptual Framework, field experiences and clinical practices provide candidates with opportunities to construct knowledge through experience, thus solidifying and expanding their understanding of pedagogical skills and content and improving their teaching skills. Field experiences are intended to provide a laboratory environment in which candidates can apply the knowledge, skills and professional practices they develop while reinforcing the learning that is occurring in their courses.

Each field experience is connected to an education course; candidates are engaged in the reflection, analysis, and critique of every experience in conjunction with the content of that course (see Artifacts 1.4). It also provides a rich environment for learning and practicing the professional dispositions that are essential to success.

As a result of experiential placements, candidates will:

- Increase content knowledge by participation in classrooms
- Deepen and apply pedagogical knowledge in working with learners
- Formulate and refine a personal philosophy of education
- Plan instruction and assessments based upon the Common Core State Standards, the Maine Learning Results: Parameters for Essential Instruction, district goals, and Maine's Teaching Standards
- Develop and demonstrate a variety of instructional strategies
- Recognize, identify and accommodate learning styles and needs
- Demonstrate effective classroom management skills
- Practice a systematic approach of instruction, assessment, reflection, and modification to support student learning
- Refine their reflection skills
- Gain experience working with diverse student populations
- Apply and expand the usage of technology in learning and teaching
- Understand the importance of working collaboratively with parents, colleagues, and other stakeholders
- Demonstrate professional dispositions in an authentic setting
- Identify and embrace the ethical and professional responsibilities of educators (see Artifacts 3.2)

Design, Implementation, and Evaluation of the Field Experiences

Field Experiences Prior to Student Teaching

As noted in the introduction of Unit Standard Three, the B.S. candidates in the teacher education programs complete four field experiences prior to student teaching (see Artifact 1.1). All candidates must provide documentation of their fingerprinting and criminal history record check (CHRC) clearance through the Maine Department of Education before a placement is initiated. They also are expected to complete a School Placement Clearance form prior to each placement (see Artifact 3.3). To adequately prepare and guide candidates for the professional expectations in school placements,

the Clinical Supervision Director schedules a required orientation prior to each experience (see Artifact 3.4).

The initial field experience is referred to as a clinical observation and this 30-hour experience is a requirement of the first education course, ED 201 – Philosophical Foundations of Education. The timing of the clinical observation is intentional; it is important for candidates to have an opportunity early in their programming to gain knowledge and practical experience to use while refining their career goals. To begin the process, the Clinical Supervision Director meets with the candidates. They are asked to complete a clinical observation form identifying some possible school districts in which to do their observations, often choosing to return to their home districts during a semester or spring break (see Artifact 3.5). This information is used by the Clinical Supervision Director when requests for placements are sent to administrators (see Artifact 3.6). Once placements have been secured, the candidates initiate contact with the cooperating teachers and finalize the arrangements for the experience (see Artifact 3.7).

Through their clinical observation, candidates begin to understand and reflect upon the dynamics of a classroom using a teacher's lens rather than a student's. Their written analysis of this experience and the evaluation by their cooperating teacher provide evidence of the learning that has occurred during the first field experience (see Artifacts 3.8 and 3.9). These initial clinical experiences allow candidates to decide if they wish to continue to pursue a career in education.

Practica and Connected Courses (Figure 3.2)

ED 310 – Practicum I

ED 204 Classroom Management (Majors: Elementary Education, Secondary English, Secondary Life Science, and Secondary Physical Science)

ED 446 Elementary Physical Education Methods (Majors: Physical Education)

ED 222 Personal Health and Fitness (Major: Health Education)

ED 320 – Practicum II

ED 409 Methods in Math or ED316 Methods in Science (Major: Elementary Education)

ED 404 Methods in Reading (Major: Secondary English)

ED 317 Methods in Secondary Science (Majors: Secondary Life Science and Secondary Physical Science)

ED 447 Secondary PE Methods (Major: Physical Education)

ED 350 Teaching Elementary and Secondary Health Education (Major: Health Education)

ED 430 – Practicum III

ED 315 Methods in Reading (Major: Elementary Education)

ED 319 Methods in Secondary English (Major: Secondary English)

ED 332 Teaching Writing in Schools (Majors: Secondary Life Science and Secondary Physical Science)

ED 302 Adapted/Developmentally Appropriate PE (Major: Physical Education)

Over the course of the next three years, candidates complete three required one-credit-hour practicum experiences, designated as Practicum I, II, and III. Each practicum is directly connected to a course as indicated above. Candidates have balanced content experiences in classrooms since each of the three experiences is linked to a different education course.

Professors in the connected courses design purposeful and related learning activities and assignments to connect with the practicum experience (see Artifacts 1.4). These powerful connections provide learning that is unsurpassed by coursework or experiences alone; this design allows the professors, field supervisors, and cooperating teachers to interpret the application of educational theory, pedagogy, and practice for candidates while supporting them (see Artifacts 1.4). Candidates reflect and utilize the feedback and guidance to refine their knowledge and build their repertoire of skills.

At the beginning of a practicum, the Clinical Supervision Director schedules a required orientation with the candidates and has them complete a practicum placement form. This informs decisions as requests for placements are sent to school administrators (see Artifacts 3.6). A goal in the School of Education is to provide candidates with a variety of placements ensuring as much experience with diversity as possible. Once a practicum placement is secured, the candidate is notified and is asked to contact the cooperating teacher immediately to arrange a schedule for the semester.

Each of the three practica has a 30-hour time commitment that must be spread throughout the entire semester. Candidates are required to maintain a log, reflect on the experience, and write a multi-part report (see Artifacts 3.10, 3.11, and 3.12). In addition, candidates must plan and teach lesson(s) connected to both their college coursework and the curriculum of their practicum classrooms. Unique to the practica is the fact that a Husson University supervisor observes candidates teaching in the field once during each placement. Candidates are required to submit a formalized lesson plan to the field supervisor in advance. If necessary, feedback will be offered allowing the lesson to be modified or enhanced prior to the scheduled observation (see Artifact 3.13). Immediately after the observation, a post-observation conference is held to model and encourage reflective practice as well as to offer constructive feedback. Observation reports are then written and shared with candidates, providing additional feedback about their planning, instruction, management, assessment, and professionalism (see Artifact 3.14). These are added to the clinical section of their files and are maintained to document growth.

At the conclusion of each practicum, cooperating teachers complete an evaluation that is based on some of the key elements of Maine's Teaching Standards (see Artifact 3.15). Not only does this reinforce and improve candidates' understanding of the standards, but it also provides current practitioners with this knowledge and stresses the importance of best practices as a foundation for the teacher education program at Husson. In addition, these evaluations offer field supervisors and advisors an understanding of candidates' performance in the field and provide data to discuss their strengths and needs. This level of support for candidates in practicum experiences promotes further growth and understanding of the comprehensive responsibilities of successful, effective teachers.

Student Teaching

The culminating field experience of Student Teaching is completed in conjunction with a weekly capstone - Seminar in Student Teaching. This dual approach of ED 450 is designed to integrate pedagogy and professional practice (the pillars of the conceptual framework) while the experiential learning is ongoing during student teaching (the connecting strand). Candidates further connect theoretical content knowledge to best practice in their student teaching placements.

Candidates are required to student teach for sixteen weeks. They typically complete two full-time eight-week sessions, in two different settings and grade levels (see Artifact 3.16). This increases the opportunity to work with diverse populations. Candidates who seek K-8 certification usually complete one placement at the early elementary level and one at the upper grades. Secondary majors generally complete a placement at both middle school and high school levels. K-12 Physical Education and Health Education candidates complete student teaching assignments at two different levels.

Student teaching occurs under the direct supervision of cooperating teachers and university supervisors. Student teachers are considered “visiting” members of the faculty in their assigned schools and are expected to adhere to the professional ethics within the educational setting. The candidates and their cooperating teachers work closely together to identify a progression for teaching responsibility and assignments as well as non-teaching duties during the placement.

Candidates initiate the student teaching process at the beginning of their seventh semester (see Artifact 3.17). They must be notify the Clinical Supervision Director of their intent to student teach by October 15th for spring semester student teaching and by March 15th for fall (see Artifact 1.1). Once all the prerequisites have been met and confirmed, candidates are invited to provide input for student teaching placements (see Artifact 3.18). In collaboration with the candidate, the Clinical Supervision Director identifies and determines the most appropriate placements. Requests are then made to school administrators to secure placements for each candidate. Once placements are secured, candidates are notified (see Artifact 3.19).

The professional relationship begins when candidates actually make contact with their cooperating teachers to confirm the pending assignments (see Artifact 3.20). Candidates schedule introductory meetings at the schools. An informational packet is sent to the cooperating teacher (see Artifact 3.21). This packet provides an introduction to the student teaching experience and serves as a resource for future questions. It is also referenced and discussed during an initial meeting between the candidate, cooperating teacher and Clinical Supervision Director. Members of the Teacher Education Advisory Board have reported that the information and guidance provided to cooperating teachers is exemplary.

A required full-day orientation is scheduled for all candidates prior to the beginning of the student teaching experience (see Artifact 3.22). This orientation is considered the introductory session of the capstone course, ED 450 - Student Teaching and Seminar in Student Teaching. Goals and expectations are detailed and resources are made available to all candidates for the upcoming experience.

Throughout the semester candidates focus on Maine's Teaching Standards since these provide the framework for this experience as well as the entire Teacher Education Program. Their importance and integration are continuously emphasized, discussed, and reviewed in detail, both in the seminar and in the student teaching experiences. Candidates have numerous opportunities to reflect upon their role as the teacher in the classroom, to assess and evaluate their teaching experiences, to further acquire knowledge and refine skills, and to develop their professional dispositions. Class discussions provide a forum for candidates to share and reflect upon their experiences.

The faculty offers student teachers a comprehensive supervision component. The Clinical Supervision Director visits schools and meets individually with every candidate and cooperating teacher prior to or at the beginning of the experience. The purpose is to share the framework for the experience (Maine's Teaching Standards) and to explain the supervision model used (see Artifact 3.23). Goals and expectations are discussed and questions are answered during this meeting; cooperating teachers are encouraged to email or call with future questions. The importance of establishing and maintaining a collaborative relationship between Husson University and the cooperating teacher is emphasized.

Each candidate has at least two observations during each of the eight-week placements for a total of four during the semester. More observations are arranged if additional support is deemed necessary. Full-time, part-time, and adjunct faculty provide clinical supervision for student teaching field placements. All university supervisors offer a unique perspective as evidenced by their credentials and previous experiences (see Artifact 5.1).

Student teachers are required to submit a well-designed lesson plan 48 hours prior to each scheduled observation, so that observers have adequate time to critique the plan and ask questions (see Artifact 3.24). The university supervisor then observes and takes detailed notes that ultimately are used to write a formal observation summary based upon Maine's Teaching Standards. Carefully-selected rubrics from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* are also used to provide additional support and feedback (see Artifact 3.25). A post-observation conversation follows immediately to discuss and promote reflective thinking about best professional practices. In the final written observation report, details are provided about key elements of the lesson, a self-reflection by the candidate is included, and constructive feedback is offered (see Artifact 3.26). Continued growth and improvement are monitored in future observations.

The student teaching evaluation process is multifaceted with the primary goal of strengthening theoretical knowledge and best practices in candidates' teaching. It includes not only performance assessments during the field observations, related seminar assignments, peer feedback, and continuous self-reflection by the candidates, but also evaluations by cooperating teachers. These evaluations are based on Maine's Teaching Standards and are completed collaboratively between the cooperating teachers and candidates at midterm and at the conclusion of the student teaching placements, serving as both formative and summative evaluations (see Artifacts 3.27).

Creation of a personalized professional electronic portfolio is a final requirement of ED 450. In this comprehensive project, candidates provide evidence of their understanding

of and proficiency in the Maine's Teaching Standards through interpretations, reflections, related best practices citations, and supporting artifacts (see Artifacts 3.28).

Collaboration Between Unit and School Partners

The Clinical Supervision Director works directly with principals and cooperating teachers in the field to strategically place teacher candidates. Information about the program and the specific experiences is provided to the cooperating teachers so they can knowledgeably guide the candidate (see Artifact 3.21). Husson field supervisors also collaborate with candidates and their cooperating teachers during their field observations to further strengthen the unit-school partner relationship as well as to get feedback on the knowledge, skills and professional dispositions of the candidate.

Monitoring the performance and success of the candidates is a priority. Communication between the unit and school partners is encouraged and the Clinical Supervision Director is responsive to any questions or challenges that become apparent. Additional supports such as weekly visits, videotaping and reflection, and personal goal setting, are provided whenever it is deemed necessary.

In the Fall of 2012, the School of Education began examining a Professional Development School model. The express purpose was to provide a more authentic partnership with PK-12 schools and a more in-depth experience for teacher candidates during their student teaching experience.

Based upon strong relationships and a perceived shared philosophy, the School of Education approached RSU 87, a small, rural school district serving the communities of Carmel and Levant. The district is comprised of three schools. Carmel Elementary School serves Pre-K to grade 4 students with an enrollment of 230 students. Suzanne M. Smith Elementary School serves Pre-K to grade 5 students with an enrollment of 225 students. Caravel Middle School serves grades 5-8 with an enrollment of 230 students.

After an initial meeting between the principals of RSU 87 and School of Education representatives, and upon receiving endorsement from the Superintendent of RSU 87 and the Provost at Husson University, a Professional Development School Exploratory Committee was formed. Members of the PDS Exploratory Committee included RSU 87 building administrators and teachers and School of Education representatives. This committee met monthly during the 2012-13 academic year, using the National Council for Accreditation of Teacher Education (NCATE) Standards for Professional Development Schools as a framework for discussion. By the Spring of 2013, both groups agreed to commit to and move into a pilot called Phase I of the PDS model. This was designed collaboratively during the summer of 2013 and, in the Fall of 2013, the Exploratory Committee became the Professional Development School Steering Committee (see Artifacts 3.29).

Three teacher candidates were selected to join the PDS pilot in the Fall of 2013 and they committed to complete a field experience with specific RSU 87 classroom teachers during the fall. (For two of these individuals, it was determined that this experience could be combined with their final practicum.) The plan was to have candidates become immersed in a classroom and within the school culture. They were to take advantage of professional development opportunities as much as possible. The decision has since

been made to have these three teacher candidates continue in their classrooms for their sixteen weeks of student teaching in the Spring of 2014.

It is the belief of the faculty that the Professional Development School Model will provide an opportunity for candidates to experience a more comprehensive and authentic student teaching experience and provide an environment that will lead to a greater collaboration between the faculty in the School of Education at Husson University and the faculty and administrators in RSU 87. It creates the potential for partners to work together to refine, implement, and evaluate the teacher education program and to benefit from the individual expertise of all involved in the partnership.

Summary

In summary, the School of Education believes that its multiple field experiences and embedded clinical practices (experiential strand from the School of Education insignia) provide significant learning opportunities for candidates and serve to successfully connect pedagogy and professional practices (the two pillars of the School of Education insignia). In any given semester, there have been between 60 to 120 clinical placements required and arranged. There is considerable attention given to the details regarding candidates' field placements and every effort is made to ensure exposure and understanding of diverse educational populations (public and private settings, socioeconomic levels, student learning needs, exceptionalities, access to technology, grade spans, and ages), since varied experiences create more well-rounded, informed teacher candidates.

Expectations are clearly articulated and candidates are supported in their field experiences by a team of professional educators - faculty, field supervisors, and cooperating teachers - who work collaboratively to ensure that their learning experiences allow them to refine clinical practices. The goal is to prepare candidates who are highly proficient and dedicated professionals in Education and who are committed to evidence-based principles and practices.

Next Steps

1. Refine and streamline the process for faculty and field supervisors' review of cooperating teachers' evaluations.
2. Review and revise, as needed, the newly-created cooperating teachers' evaluation tool and the observation report template that is connected to the Maine's Teaching Standards.
3. Consider adding a required practicum to the Pathways II program (Alternative Certification program).
4. Explore and promote international student teaching placements with candidates.
5. Continue to develop relationships with new partner schools.
6. Continue to develop and refine the Professional Development School Model.
7. Continue to seek and review additional Teacher Education Advisory Board recommendations related to field experiences and clinical practices.
8. Discuss and consider advanced criteria for clinical faculty.

Unit Standard Three for Advanced Programs: Field Experiences and Clinical Practices

MS in School Counseling

Expectations for Field Experiences in School Counseling are detailed in the School Counseling Student Handbook, the Practicum Manual, and the Internship Handbook. Expectations, training, requirements, and responsibilities of the candidate, the site liaison or site supervisor, the University supervisor, and the Faculty Instructor are clearly explained (see Artifact SC 3.1).

The MS in School Counseling program requires a 100-hour practicum and 600-hour Internship for School Counseling candidates. In these courses (CO 890, CO 891, CO 892), school counseling candidates are combined with the Clinical Mental Health Counseling and Pastoral Counseling candidates, providing rich exchanges in the seminars. School Counseling candidates are placed by the Field Placement Coordinator in School Counseling settings for both Practicum and Internship and engage in activities appropriate to the role of the school counselor.

The practicum focuses on the development of individual counseling skills within the school counseling setting. Candidates are required to complete 100 hours of practicum (30 hours of individual video-recorded counseling with candidates in the school setting; 30 hours of exploratory general experience in the school counseling site including 10 additional hours of service to students; 15 hours of clinical supervision; and 25 hours of class/group supervision). This is a six-credit course.

Candidates are required to complete 600 hours of Internship in two School Counseling settings across K-12. Forty percent of those hours must be in direct service to students and 10 hours must be spent conducting groups. Candidates are supervised by a site supervisor. Candidates participate in a seminar/group supervision throughout Internship. Two years ago, the provision to waive hours of internship based on experience was removed. While currently some candidates fall under this provision, all candidates are strongly encouraged to complete the full 600 hours. All candidates admitted since 2012 must complete 600 hours. School Counselors, by definition, work with all students in the school. Every effort is made to place candidates in sites where they work with a diverse student body. Candidates are strongly encouraged to use three different placements (one for Practicum, two for Internship) to diversify the experience.

Candidates must apply for Practicum and Internship. Advisors review the application, required course completion, and approve the candidate to move on to these experiences. The Field Placement Coordinator assists candidates in finding appropriate school sites in which to do their Field Experiences. Placements are approved by the Program Director.

The program is continually building a pool of trained Site Supervisors. These professionals must be certified School Counselors with at least two years of experience in school counseling and preferably with training in supervision. Site Supervisor training is offered by Husson faculty annually and supervisors are strongly encouraged to attend (see Artifact SC 32.9). All faculty involved with Practicum and Internship have training in Clinical Supervision. Three have experience as School Counselors. The Director is a certified Maine School Counselor (see Artifact SC 3.2).

Candidate knowledge and skills are assessed using a formal assessment tool at the midpoint and end of the field experience by the site liaison or supervisor, clinical supervisor, and instructor, as well as by the candidates themselves. Assessment results are shared and discussed with the candidate, and goals for learning are made and adjusted accordingly (see Artifact SC 1.7).

Candidates are required to video-record their individual counseling sessions for supervision in Practicum. In Internship, candidates are engaged in using technology common to the school counseling setting (i.e. school attendance, grading, and scheduling programs, classroom presentation technology, assessment technology, internet sources, e-mail and other communication tools). Candidates keep journals for reflection throughout the process, update and maintain their Professional Portfolios and reflect upon their experiences in the class seminar meetings.

The Field Placement Coordinator makes regular contact with the site liaisons throughout each semester. The goal is a "visit" (live or virtual) twice a semester, but often contact exceeds that. It is a goal of the program to be more responsive to the need for at least one live visit each semester.

A field experience assignment is also part of the ED 705 - Changing Role of the School Counselor class. Candidates are required to develop a relationship with a school counselor, assess needs, and create and deliver a school guidance lesson in a school during this class (see Artifact SC 1.4). Discussion is underway about introducing some type of field-based learning earlier in the curriculum (see Artifact SC 3.7).

Summary:

The School Counseling program includes field experiences and clinical practice that facilitate candidate development and afford opportunities to demonstrate the knowledge and skills necessary to help all candidates to learn and develop. Work is underway to involve School Counseling Candidates in more field-based experiences earlier in the program.

Next steps:

1. Determine how to improve the structure of Practicum to reflect increased demand for security and confidentiality of "client" records.
2. Increase face-to-face contact with Internship site supervisors.
3. Continue to offer site supervisor training to expand the pool of trained site supervisors. Explore additional options for distance delivery of the training.
4. Revise site supervisor evaluation instruments.
5. Add more field experience activities earlier in the School Counselor program.

Unit Standard Four for Teacher Education: Diversity

The student population, faculty and staff at Husson University represent a diverse community. This community enriches the educational experience, as all students benefit from the array of experiences, beliefs, and perspectives. Recognizing that the many students at Husson University come from small, rural communities in Maine, the faculty has been highly committed to developing educational experiences throughout course offerings, and through supplementary methods such as the Diversity Series, that expose candidates to the multiple aspects of diversity.

Husson is committed to attracting, enrolling, and retaining a diverse student population for whom academic and social support systems are in place. As evidence of this, a new support structure, OASIS (Office of Academic Success and Intercultural Services), was developed and opened in the Fall of 2013. Recruiting a diversified faculty and staff has also enriched the learning experiences and the university has adopted an official nondiscrimination statement: "Husson University does not discriminate on the basis of age, race, creed, color, national origin, sex, religion, disability, sexual orientation, or veteran status, and complies with Federal and State Acts and Amendments."

Design, Implementation, and Evaluation of Curriculum and Experiences

The Education faculty at Husson University prioritizes professional preparation, ensuring that candidates and graduates have the skills and dispositions necessary to fulfill their roles as educators to all students. Faculty believe that it is essential that candidates understand the role of diversity and equity in the teaching and learning process. Faculty interpret "diversity" as culture, race, ethnicity, gender, language, sexual orientation, age, national origin, disability, religion, learning style, geographic area, and socioeconomic background.

The importance of diversity is strongly supported by Husson University's Strategic Plan (see Artifact 4.1). The stated vision in the plan is: Husson University is a "University of choice" for premier professional programs, where students succeed, experiential learning experiences are championed, and global understanding is emphasized. Among the tenets of the mission are statements of commitment to ethical behavior and social responsibility through involvement in the world by faculty and students, administrators and staff, and board members. The achievement of a diverse cultural and global perspective through student development and experiential learning opportunities reinforces the commitment to a strong global community.

The School of Education has provided opportunities for candidates to explore issues of diversity. In April of 2011, Teacher Education sponsored a Deans Lecture by Margy Burns Knight and Ann Sibley O'Brien who explored global cultures through the lens of human commonalities (see Artifact 4.2). Candidates are also encouraged through class work to attend campus presentations such as *Poverty in America*, *African Step Dancing*, *Public Health Policy in Practice*, *F as in Fat*, *Bullied* presentation by the Southern Poverty Law Center, *How to Survive the Plague*, *The Invisible War* (about military sexual assault), and an inter-professional case study of spina-bifida. On March 28, 2013, Presidential Global Scholar Dr. Corrine Young presented a free event for Maine

Educators: “*Why we Need to Integrate Global Citizenship Education into the K-12 Curriculum*”, presented by Mr. Mohit Mukerjee, Ed.M (Harvard University)
Director of The Center for Executive Education at The University for Peace-Costa Rica.

As part of the Curriculum Mapping in 2012-13, faculty identified how diversity was addressed in each of their courses (see Artifact 4.3). Realizing that this did not guarantee a robust experience for each and every one of education candidates, faculty voted in the Fall of 2012 to design a Diversity Series and make attendance at this series a mandatory component of the teacher education candidacy application. The series will be implemented in the Spring of 2014 and consist of four one-hour sessions (see Artifact 4.4). The purpose of this series is exposure, shared experiences, and reflection to help candidates meet InTASC indicators for cultural awareness and examine their own views of a global society.

The School of Education faculty believes professional educators contribute to a more just and compassionate world by practicing personal integrity and social responsibility in their professional and personal lives, as well as by showing commitment and concern for all candidates. The educational community at Husson University continually reflects on what is needed to meet culturally-authentic, globally-embracing goals. Through reflection and discussion, faculty identify strategies to help candidates get past unexamined assumptions, fears, or limited views of themselves and others. This approach allows candidates to further develop a positive identity, critical thinking skills and the ability to challenge bias and preconceived notions. Education classes provide the foundation for an environment in which cultural and social diversity can flourish and where candidates openly explore and expand their understandings (see Artifacts 1.4).

Direct efforts to ensure that candidates have the knowledge as well as the skills and dispositions necessary to reach all students including historically underrepresented groups is an important priority (see Artifacts 1.1, 1.8, and 2.3). Some specific examples include:

- Exposing all students to issues of language, socio-economic, cultural, and disability diversity through participation in ED 321 – Educating Exceptional Students
- Requiring lesson plans for practicum and student teaching that identify strategies for differentiation to meet the needs of varied learning styles, multiple intelligences, physical disabilities, and language differences
- Requiring participation in the Diversity Series
- Sharing observations and personnel with the University of Maine in their inclusive weekly Swim/Gym program for individuals of diverse abilities
- Visiting the home of an adult who requires universal design for accessibility and Camp Capella for children and adults with special needs
- Viewing the film *Simon Birch* and writing reflective statement about diverse needs, accommodations, and communication strategies
- Inviting Code Enforcement Officers to conduct a review about accessible facilities for ED302 - Adaptive and Developmentally Appropriate Physical Education

Experiences Working with Diverse Students in PK – 12 Schools

Each of the undergraduate programs requires six clinical placements for candidates, which typically occur in at least six different educational sites. The considerations for diversity in placements include demographics, socioeconomics, and grade span. Placements have been secured not only in Penobscot County, but also in all 16 counties in Maine. Candidates often select to do their initial clinical observation in their hometowns. Others have taken field trips to various island schools where they learn how demographic isolation impacts schools. Alternative placements in private schools and homeless shelters for youth have provided candidates with an increased understanding of the diversity and unique challenges that exist in those settings.

Experiences Working with Diverse Candidates

Considering the fact that 77% of the students who attend Husson University come from Maine, it is important to have an awareness of both the demographic and diversity data for the State. Currently, 38% of Husson University undergraduates are first-generation college students.

Penobscot, Washington & Cumberland County Demographic & Diversity Data (Figure 4.1)

<i>Population Data</i>	<i>Maine</i>	<i>Penobscot</i>	<i>Washington</i>	<i>Cumberland</i>
<i>Population, 2011</i>	1,329,192	153,786	32,637	282,401
Persons per square mile	43.1	45.3	12.8	337.2
Population percent change, 2010-2012	0.1%	-0.1%	-1.2%	0.8%
Percent population under 18 years old	20.3%	19.5%	19.6%	20.4%
Percent population 65 years old and over	16.3%	14.7%	19.9%	14.6%
Percent Non-Hispanic white	95.4%	95.5%	92.4%	93.3%
Percent Native American	.7%	1.2%	4.9%	.4%
Percent Hispanic	1.4%	1.1%	1.6%	1.9%
Percent Non-Hispanic Black	1.3%	.8%	.5%	2.5%
Percent Asian/Pacific Islander	1.1%	1.0%	1.6%	2.1%
Two or more identified race	1.5%	1.5%	1.7%	1.7%

When viewing the diversity data for current Husson students, the limited ethnicity that exists on campus becomes more apparent.

Current Husson University Student Diversity Data (Figure 4.2)

<i>Population Data, 2013 Bangor campus*</i>	<i>1st time/1st year</i>	<i>Undergraduates</i>	<i>Graduate Level</i>
Percent Non-Hispanic White	89%	88%	79%
Percent Native American	0.4%	1%	1%
Percent Hispanic	1.7%	1%	.3%
Percent Non-Hispanic Black	5%	4%	6%
Percent Asian/Pacific Two	0.6%	1%	8%
Nonresident alien	0	3%	2%
Persons with a disability	>.02%	>.02%	1.8%

Maine State with Penobscot, Washington & Cumberland County & Economic Data (Figure 4.3)

<i>Poverty & Economy Data</i>	<i>Maine</i>	<i>Penobscot</i>	<i>Washington</i>	<i>Cumberland</i>
Median household income, 2011	\$46,160	\$41,199	\$33,637	\$55,459
Per capita income 2011	\$26,195	\$23,366	\$19,527	\$32,277
Persons w/ high school diploma/equivalency	90.2%	89.9%	85.9%	93.6%
Persons below poverty	13%	17%	20.4%	10%
Students with a disability ages 5-21	35,564			

www.maine.gov.

Maine is considered “rural” by federal census standards. Penobscot County is a microcosm of Maine as a whole, although it does include the large suburban area of greater Bangor where Husson University’s main campus is located. Husson University also has satellite campuses in Southern Maine and Northern Maine.

The population density of Maine is 41 persons per square mile; Penobscot County has 43, Cumberland County has 244, and Washington County has 13 people per square

mile. The following table demonstrates that Husson University reflects greater diversity than the state or county in race/ethnicity. However, the Teacher Education program embraces the other aspects of diversity in its culture including candidates who are the first-generation college students.

Undergraduate Race/Ethnicity: All Departments and Over Four Years (Figure 4.4)

Undergraduate Race/Ethnicity: All Departments and Over Four Years	
	Fall 2010-2013
White non-Hispanic	89%
Black non-Hispanic	4%
Hispanic	1%
Asian/Pacific Islander	2%
American Indian/Alaskan Native	.5%
Race/ethnicity unknown	1%
Non-resident alien	2%
Two or more races	1%

www.maine.gov

Fifty-five percent of Husson's first year, full-time undergraduate students receive aid in federal grants, as well as 45% of all full-time undergraduates. Husson believes in fostering interpersonal relationships that create awareness of a student's own identity, as well as an understanding of their commonality with others. To this extent, the Teacher Education program at Husson University has provided travel opportunities to candidates to attend state and regional conferences, Acadia National Park, Burnt Island for water survival, and outdoor experiences such as paddling city canals, mountain biking, and canoeing white water rapids. Faculty have engaged in Travel and Learn study within the country and internationally. More recently the teacher Education program is working with the Director of International Initiatives to explore an eight-week student teaching placement at the Daegu International School (American School Association with Lee Academy) in South Korea.

Experiences Working With Diverse Faculty

Teacher Education faculty exposes candidates to the increasingly diverse social and cultural world. The breadth and depth of global experiences of faculty emphasizes the commitment that faculty have to principles of inclusion and appreciation of cultural differences. To create a diversity-friendly environment, the education faculty are committed to three goals:

- Designing, implementing and evaluating curricula to ensure that all candidates are exposed to issues related to diversity in teaching and learning
- Providing opportunities for candidates to work with diverse students and educators in pre-K to grade 12 schools
- Requiring exposure to a wide array of diversity topics through the Diversity Series.

The focus is to assist candidates to:

- Understand and appreciate different learning styles, cultures, and diverse backgrounds and their effect on learning;
- Adapt instruction to meet the needs of students with disabilities;
- Expose candidates to the needs of English language learners;
- Communicate in a respectful way with families and students from different socio-economic, family structural, geographic, and cultural backgrounds;
- Develop classroom climates that value diversity and promote fairness and equity of opportunity; and
- Engage in experiences with diverse faculty, fellow candidates, and K-12 students to increase appreciation for differences.

Many faculty members have extensive experiences in cultural, socio-economic, family structure, foreign travel and/or education, and proficiency in other languages. They continuously model the importance of global world understanding (see Artifact 4.5).

Summary

Faculty in the Teacher Education program have consistently demonstrated a commitment to diversity. While much progress has been made toward meeting each goal, faculty are committed to continually working toward better achievement of this standard. The Teacher Education program will continue to design, implement and evaluate authentic curriculum experiences for all candidates so that they may acquire and apply the knowledge, skills and dispositions necessary to help all students succeed with learning. Finding new and creative ways for all candidates to learn about and work with diverse populations is paramount. A focus of the Teacher Education program is to have candidates further develop a deep appreciation of diverse cultures and an understanding of global issues.

Next Steps

1. Continue to identify and secure diverse clinical experience offerings.
2. Continue to refine the Diversity Series.
3. Continue to identify field trips and appropriate guest speakers that can enhance a candidate's diverse experiences.
4. Encourage candidates to take advantage of an eight-week student teaching placement at the Daegu International School (American School Association with Lee Academy) in South Korea.

UNIT STANDARD FOUR: DIVERSITY

Masters of Science in School Counseling

The MS in School Counseling program is committed to curriculum and experiences that foster understanding and competency in working with students, families, and professionals in a diverse world. Since the initial program approval in 2008, a Social & Cultural Diversity course has been added to the curriculum (see Artifact SC 1.4). In addition, faculty routinely include diversity of race, national origin, ethnicity, gender, age,

geographic location, sexual orientation, religion, socioeconomic status, ability, and family structure in coursework as appropriate. Every effort is made to place candidates in field experiences in which they have the opportunity to work with all students in the school, thereby exposing them to the diverse needs of students in area schools.

All school counselors certified in Maine must pass a course that addresses exceptionalities. Husson's candidates are allowed to take any of the courses that Maine DOE approves, as this is a certification, (not a program) requirement. Some candidates enter the program already having met this requirement. ED 321 – Educating Exceptional Students further expands knowledge and skill in working with diverse populations.

The ED 701, 705, and CO 712 classes, as well as the Internship, afford opportunities for candidates to develop and teach inclusive lessons and to create school counseling climates where all students, all families, and all faculty and staff are valued. Lessons are shared with peers for feedback in the class. Interns receive feedback from site supervisors throughout the internship and this occurs more formally at midpoint and at the end of the internship. Whenever possible, faculty select textbooks and materials that specifically apply multicultural application, analysis, and or critique of theory and practice.

The faculty and candidates in the program reflect the nature of diversity in Maine. Specific emphasis is placed on understanding self and others with focus on all the ways in which human beings are diverse. Faculty searches are national searches. The program actively seeks applicants from diverse backgrounds. Graduate admissions recruits candidates from a diverse population (see Artifact SC 4.1).

The MS in School Counseling program is not as diverse as the other Counseling and Human Relations programs. Candidates share the same core courses and therefore interact with a broader diversity of students, routinely engaging in class discussion and group projects with students from the Counseling and Human Relations programs.

Summary:

The School Counseling program includes curriculum and experiences for candidates to acquire and apply knowledge and skills in working with diverse higher education and school faculty, diverse candidates, and diverse students in PK-12 schools.

Next Steps:

1. Work with graduate admissions to determine a process for recruiting a more diverse candidate applicant pool.
2. Work with Human Relations and Husson University administration and search committees to explore ways to recruit a more diverse pool of applicants for faculty positions as they arise.
3. Work with the Husson University Office of Institutional Research to develop a system for gathering data on all types of diversity.
4. Continue to develop relationships with schools in diverse communities and countries to afford candidates more opportunities to work with diverse faculty and PK-12 students.

Unit Standard Five: Faculty Qualifications, Performance, and Development

Since the last Maine Department of Education Review Team visit in 2008, the Husson Teacher Education Program has undergone dramatic changes. The program has a new full-time Director, one new full-time faculty member, and a number of new adjuncts. In the Fall of 2009, the Dean of the Teacher Education Program became the Provost of the University and the Dean's position was changed to a Director's position. Two full-time faculty members retired in the Spring of 2011. At that time, a new Director was hired along with a full-time Instructor. In July 2013, this new full-time instructor was hired as Husson's new Assessment Director and a part-time Instructor was moved to a full-time position. During this time of intense transition and change, faculty have continued to evaluate and revise programming, continually improving the educational experience for candidates.

Qualifications of Faculty

The faculty of the Teacher Education program has extensive educational backgrounds. All hold advanced degrees in their areas of concentration. Of the 12 full-time and part-time faculty members in the teacher education program, two hold doctoral degrees, three hold Certificates of Advanced Study, five hold Masters Degrees, and two are currently enrolled in doctoral programs (see Artifacts 5.1). Six faculty members hold Maine Teaching Certificates in areas including General Elementary, Technology Specialist, Literacy Specialist, Secondary Science, Secondary Social Studies, Special Education, Early Childhood, Guidance, ESL, Physical Education, and Adapted Physical Education.

Modeling Best Professional Practices in Teaching

The Teacher Education program believes that faculty members and adjuncts must understand current educational research and best practices. These individuals should also be directly connected to the classroom challenges of today's schools. As course loads are considered, the Director seeks adjuncts who are current practitioners in a particular field. Once again, this reinforces the conceptual framework by connecting theoretical knowledge to best classroom practice. Adjuncts include practicing or recently-retired educators from a variety of Maine schools. All adjuncts are highly-qualified, certified in their content, and have between 10 - 30 years of teaching experience (see Artifacts 5.2).

Many courses are offered in authentic settings provided via collaboration with community resources. For example, a session of Elementary Physical Education Methods course is taught at the Vine Street School in Bangor. This allows one adjunct instructor to be in his own gym while providing candidates with the expertise of a current elementary physical education teacher.

The Professional Development School partnership aspires to influence undergraduate candidates in their studies and in their professional growth, while supporting professional development and collaboration in the partnering schools. The Teacher Education program has developed a pilot partnership with a local school district that includes

internships for undergraduate candidates and future workshops and mentoring for teachers in the district (see Artifacts 3.29).

In the Teacher Education program, one additional initiative in enhancing teaching performance is a process instituted in 2013. In order for faculty to examine their practice with the intent of making improvements and to better understand requirements for student teachers, the Teacher Education program has undertaken a process to develop a system for peer assessment of teaching in the individual courses. In this process, one faculty member observes a colleague and uses the template for classroom observation used in practicum and student teaching observations of teaching. Since Danielson (2007) rubrics for teaching performance are included in the Student Teaching Seminar faculty have included them in the observation of faculty. The pilot process in September and October of the Fall semester included two observations and a sequence of the scoring guides that reflect the process that student teachers undertake in their program (see Artifact 5.3). The faculty of the Teacher Education will consider expanding this to include all faculty in the Spring of 2014.

Modeling Best Professional Practice in Scholarship

Grants, research projects, scholarly and professional presentations at the state, regional, national, and international levels, and publications are also indicative of an active School of Education faculty. A few outstanding examples follow:

Dr. Cindy Connelley was awarded a Maine Association of Health, Physical Education, Recreation, and Dance (MAHPERD) grant to implement Nordic Walking in the curriculum and community entitled *Nordic Walk for Life*, and published a dissertation entitled, *A Qualitative Study of Personal Constructs of e-Teaching*. For a complete listing, please see faculty vita.

Dr. Sandip LeeAnne Wilson was awarded a Fulbright-Nehru Scholarship in 2012-2013. Dr. Wilson taught classes in the Teacher Education program, for the faculty of engineering, and the School of Human Development of Avinashilingam University in Tamil Nadu, southern India, focusing on best practices and collaborative learning in literacy, learning, and communication. Dr. Wilson is editor and contributor to *The Dragon Lode*, a juried journal of children's literature and reading, and served for six years as member and then chair of the Orbis Pictus Award Committee of the National Council of Teachers of English (NCTE). She has edited and written the professional book reviews of the New England Reading Association Journal (NERAJ) since 2002 and the children's and young adult book reviews for NERAJ since 2009.

Modeling Best Professional Practice in Service to the University and Broader Community

Individuals from the University Education faculty are actively involved in service to the University through a variety of leadership roles. Over the past three years, faculty members have been actively involved in the Faculty Standing Committees of Husson (see Artifact 5.4).

Professional Development

Faculty regularly present at University-level workshops. Faculty presented theory and practice at the Faculty Forum Vision Retreat on Assessment of Critical Thinking Skills. Faculty organized and presented theory and practices at Spring Break mini-retreat; *The Scholarship of Teaching: Bridging the Gap between Research and Instruction*. Since the Spring of 2012, the Teacher Education program has led a Community of Practice. This is a group open to all University faculty who meet once or twice a week to discuss a chosen book. The goal of the Community of Practice is to improve Instructional skills and encourage action research. Faculty also conduct professional development sessions faculty from the School of Pharmacy. In addition, School of Education faculty have helped to organize and participate in the Inter-professional Evenings of Conversation. These events bring together over 200 learners and faculty in the Schools of Nursing, Occupational Therapy, Physical Therapy, Counseling and Teacher Education (see Artifacts 5.5).

Leadership in the Broader Community

The work and leadership of the Husson School of Education faculty also extends beyond University walls. Since 2012, the Teacher Education Program has hosted the local competition of the Scripps National Spelling Bee for area schools. The Teacher Education Program coordinated an event with astronaut Commander Chris Cassidy that brought approximately 1,000 middle school students to Husson University. Community Fit and Fun Days have also been hosted (see Artifacts 5.6).

Faculty have also been active participants in a number of inter-professional activities. Faculty and candidates have participated in School Shooting Simulation Day, to provide experiential crisis training for students of the University. This event was an inter-professional experiential day for learners in Education, Nursing, Criminal Justice and Graduate Counseling held at Orono High School in cooperation with the Orono Police Department (see Artifacts 5.7).

Faculty regularly work with educators in the field. The faculty supervises extensive fieldwork and learner experiences, which include a total of six placements over four years for each learner. The initiation of the Professional Development School Model has provided enhanced opportunities for partnerships. These partnerships are mutually beneficial and result in professional growth for all partners while allowing opportunities for collaboration.

Unit Evaluation of Professional Education Faculty Performance

As a teaching institution, Husson University places a premium on teaching effectiveness in the evaluation process. Scholarship and creative work, service to the University, profession, and community, and academic advising are also significant components in the total experiences of faculty and evaluation of performance. As outlined in the *Faculty Handbook*, faculty at Husson are evaluated through learner course evaluations, self-assessments, and the annual Director's review (see Artifacts 5.8, 5.9, and 2.11). Each faculty member creates a professional development plan, which serves as a reflection of what he/she has achieved in the past year and a guide for changes in teaching in subsequent years (see Artifacts 5.9). These components of review and evaluation serve as the basis for recommendation to the Provost for a continuation of

contract. Husson University's Promotion and Multiple Year Contract is based on a comprehensive system to evaluate all faculty members (see Artifact 5.10).

The Husson Promotion and Review Committee is composed of five members and is formed each year under the direction of the Faculty Forum President. A faculty member under review must submit a dossier that highlights their professional accomplishments. The review is a three-step process. First, the Promotion and Review Committee reviews the dossier. Then this committee makes a recommendation to the President who, in turn, makes a recommendation to the Board of Trustees for its final approval.

Every faculty member is supervised and evaluated from the time they begin their employment at the University. The Director formally observes each faculty member annually and provides a written summary of the observation (see Artifact 2.11). At the end of the fourth year, faculty members undergo a multiple-year contract review. In the sixth year, faculty members can apply for a promotion from assistant professorship to associate professorship. Once the latter is secured, the faculty member will be evaluated every four years from then on until s/he is eligible to apply for a full professorship at the end of the ninth year.

Unit Facilitation of Professional Development

Recognizing the importance of having licensed and certified faculty members working with future educators, the Teacher Education Program prioritizes the hiring of individuals who hold numerous professional certifications and licenses. The faculty has a strong appreciation for the importance of professional affiliations (see Artifacts 5.1).

Husson University is committed to promoting faculty development and has consistently increased the amount of funds available for faculty conferences for the past four years. Additionally, the University has hosted a number of professional seminars on campus during the past two years, addressing topics such as instructional technology, problem-based learning, performance assessment measures, and critical thinking skills. Husson University faculty members are eligible to apply for conference funds of \$3,000 per year, which supports both conference presentations and attendance (see *Artifact 6.6*).

Summary

The Teacher Education program at Husson University continues to evolve. While teaching and mentoring relationships with learners are the prioritized responsibility of faculty members, ongoing professional development, research, and service demonstrate the breadth of responsibilities. The rich and varied array of experience and knowledge of the faculty is a benefit to the university, the larger educational community and candidates.

Next Steps:

1. Refine skills in assessment and the interpretation and use of data through professional development and sharing of practices.
2. Replicate and refine the pilot process for peer review assessment to support teaching and learning.

References

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Unit Standard Five: Advanced Program Faculty Qualifications, Performance, and Development MS in School Counseling

Qualifications of Faculty

The faculty of the graduate program in School Counseling hold doctoral degrees in the field of counseling, psychology, or related areas. Since the last program review in 2008, two additional full-time faculty members have been added. Each faculty member brings significant training and clinical experience to the program. All faculty serve as clinical supervisors at different points during the academic year and have the appropriate training and experience to assist candidates with their clinical practice (see Faculty Vitae in Artifacts SC 3.2).

The School Counseling program faculty infuse their teaching with a deep and thorough understanding of the content areas they teach. A variety of instructional approaches are employed to meet the learning styles of the candidates. Faculty teaching reflects research, theory, practice, and current developments in the field of counseling in general and school counseling specifically.

The School Counseling Program utilizes Professional School Counselors as site liaisons and site supervisors for the practicum and internship placements. Each liaison and supervisor has a master's degree and at least two years of experience as a certified school counselor. Annual supervision training is offered by the program faculty to enhance supervisory skills and provide updates on program changes and initiatives (see Artifacts SC 2.9)

The School Counseling Program employs adjunct faculty when appropriate in order to deliver a full compliment of required coursework. Each adjunct faculty member has either an appropriate doctoral degree or a master's degree in counseling or closely related field, as well as significant clinical experience (see Artifacts SC 5.1)

Modeling Best Practices in Teaching

The structure of the School Counseling program is based on pedagogy related to preparing School Counselors combined with experiential learning with a commitment to developing self-awareness and a deep understanding of diversity and cultural competency. All faculty bring a thorough understanding of the content they teach as well as understanding of the conceptual framework. Coursework reflects a strong commitment to teaching research and theoretical knowledge as well as current developments in the field of counseling. Faculty encourage the development of critical thinking and problem-solving while prioritizing the candidate's growth in professional

demeanor and dispositions. In order to deliver a quality educational experience, faculty employ a variety of instructional strategies which reflect an understanding of differences in learning styles – ideal for small class sizes. Faculty use a mixture of didactic approaches, group discussion, individual and group projects, exams, reflection papers and journals, and clinical practice and simulation. Technology is an ongoing part of the courses in the School Counseling program (see syllabi in Artifacts SC 1.4)

The School Counseling curriculum is modeled from the CACREP standards. It is important for School Counselors to understand and work with Common Core and Maine's Learning Standards. In the School Counseling specific courses (ED 701 and ED 705) as well as in practicum and internship, Common Core and Maine's Learning Standards are introduced and connected to the work and programs of the School Counselor.

Modeling Best Professional Practice in Scholarship

Each of the core graduate faculty members is involved in ongoing scholarship. Dr. Deborah Drew co-authored an article published in 2012 entitled "Voices of Rural Counselors: Implications for Counselor Education and Supervision." She secured a Husson University research grant entitled *Preparing Counselors for Rural Practice*. Work on that project in cooperation with Dr. Crawford continues. They have presented findings from the research funded by this grant at several national and regional conferences. In addition, Dr. Mikal Crawford recently co-authored an article on professional impairment and gatekeeping published in the *Journal of Counselor Preparation and Supervision*. At times, areas of expertise are shared with counseling colleagues abroad; Dr. John Yassenchak presented an invited paper on spirituality in counseling at an international conference at V.B.S. Purvanchal University, Jaunpur India, and Bhagwandin Arya Janya Post Graduate College, Lakhimpur. For a complete listing, please see faculty *vitae*. (see Artifacts SC 3.2).

Modeling Best Professional Practice in Service to the University and Broader Community

Graduate School Counseling faculty are strongly committed to providing service to the University and the broader community as well as to the counseling profession. Faculty not only provide leadership roles in state, regional and national organizations, but also as members of campus-wide committees. In addition, School Counseling faculty are actively involved in professional organizations and hold professional credentials relevant to their work (see Artifacts SC 3.2).

Evaluation

At the end of each semester, candidates have an opportunity to evaluate each faculty member by both quantitative and qualitative measures. In addition, informal measures are used by faculty to gain further understanding of the impact of their teaching on the candidates. Evaluation results are utilized to improve the quality of teaching and thus the educational experience for the candidates (see Artifact SC 2.5).

Faculty create Professional Development Plans annually that serve as self-evaluations. They are then evaluated by the Program Director annually. The Director also engages in professional development self-evaluation and is evaluated by the Dean of the College of Health and Education annually (see Artifact SC 2.4).

Faculty work with the School Counseling Program Advisory Board each year to evaluate the program and its effectiveness in preparing School Counselor candidates (see Artifact SC 2.8; see also Standard Two).

Professional Development

As part of their ongoing commitment to professional development and their various scholarship interests, faculty in the School Counseling Program regularly attend and make presentations at state, regional and national counseling conferences. Faculty are committed to ongoing learning and regularly engage in workshops, training, and conferences that enhance their knowledge and skill. Husson University supports professional development through adequate budgets and time to attend and engage in these professional growth endeavors. For example, this fall, four graduate faculty members attended, presented at, and engaged in the governance of the Association for Counselor Education and Supervision Conference in Denver, Colorado, with the assistance of the University (see Artifact SC 3.2).

Summary:

School Counseling faculty are highly qualified. They model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. Faculty collaborate with professional colleagues in the disciplines and in the schools. Systems are in place for evaluating faculty performance and facilitating professional development.

Next Step

Readjust faculty workloads to incorporate designated time for scholarly research and writing.

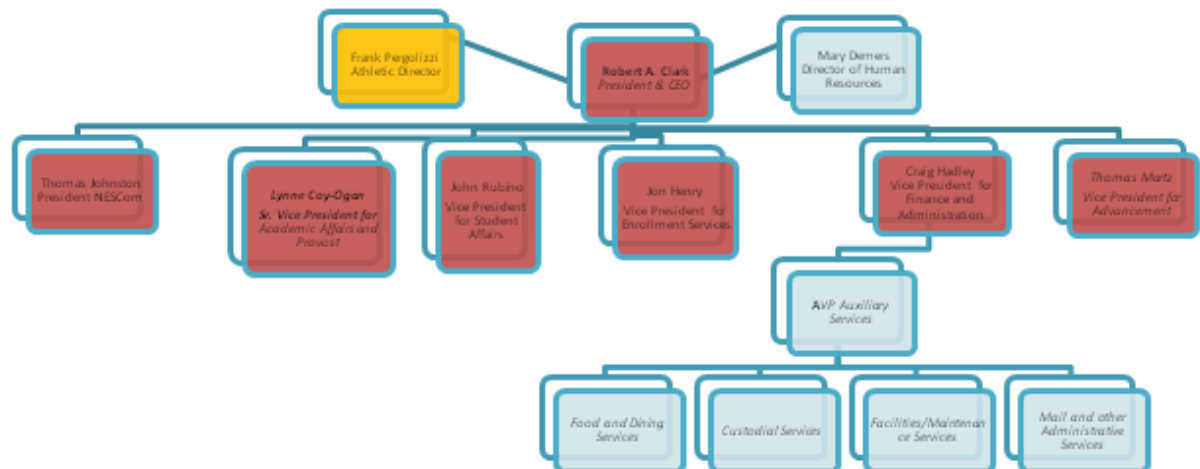
Unit Standard Six: Governance and Resources

Unit Leadership and Authority

Substantial changes to the governance structure have occurred in Husson University within the past five years. With the transition to a new president in January 2010, the position of the Provost/Sr. Vice President for Academic Affairs was expanded to assume primary responsibility for all academic programs and enrollment functions. The positions of Director of Institutional Research, Associate Provost of Enrollment Management, Admissions Transfer Coordinator, Director of Graduate Admissions, Director of International Initiatives, and Assessment Director have been added since 2010. A new support structure, OASIS (Office of Academic Success and Intercultural Services), was developed and opened in the Fall of 2013.

Husson University is governed by a Board of Trustees. Husson University has two Colleges and ten Schools: The College of Health and Education has a Dean and Directors who lead the Schools of Nursing, Occupational Therapy, Physical Therapy and Education and Graduate Counseling. Currently, Deans head the Schools of Science and Humanities and Pharmacy. The College of Business, with a Dean and Directors, includes the Schools of Accounting, Business Management, Sport and Tourism Management, and Legal Studies. Members of the Senior Staff are the Provost/ Sr. Vice President for Academic Affairs, Chief of Staff, Chief Financial Officer, Vice President of Advancement, Vice President of Administration, Director of Athletics, Director of Human Resources, and the President of the New England School of Communications. The consolidation of The New England School of Communications (NESCOM) with Husson University will progress in 2014.

Figure 6.1: Husson University Administrative Structure



Faculty Governance

The School of Education Faculty participate in two governance structures: Faculty meetings and Faculty Forum (see Artifact 5.8). The collective meetings within the Teacher Education program are focused upon: reviewing and revising academic programs, coordinating academic services, engaging in professional learning to improve practice, and reviewing candidate progress. The weekly 90 – 120 minute meetings provide a platform for discussion and decision-making related to the Teacher Education program.

Members of the Unit participate in Faculty Forum, the deliberating body for decisions related to academic and professional courses and programs of Husson University. Members of the Unit also serve on multiple Faculty Forum committees (Undergraduate Academic Affairs, Graduate Academic Affairs, Graduate Council, Academic Advising, Commencement Speaker Committee, Faculty Development and Evaluation, Honorary Degree, Handbook, Finance, General Education, Research, Scholarship, and Professional Development Committees) as well as on the Vision Committee, a standing committee of the institution (see Artifact 5.8). Education faculty have chaired the Faculty Forum committees and served on task force studies of the President, Board of Trustees, and the institution during the last three years.

Connections Across the University

Reference to personnel and other schools is important in the discussion of resources, leadership, and facilities because of the interactions and interdependence of faculty in the School of Education with faculty in the other Schools and Colleges in proposing, promoting, and developing courses and programs both in the College of Health and Education and throughout the University. The Teacher Education program draws upon the services of the Vice President for Student Affairs and the Dean of Students to support candidates and pre-candidates in their academic lives and in other aspects of their lives.

Program review in the Teacher Education Program has been ongoing since the last review, and the process of a recently-approved sequence of courses illustrate the connection between the School of Education and the institution. The faculty of the Teacher Education Program confer with the faculty of Science and Humanities to design new courses that are integrated into the program and revise existing courses to better serve the preparation of candidates in Teacher Education programs. The newly-developed courses (see Artifacts 6.1) are meant to incorporate content that Elementary Education candidates need in order to be successful on the PRAXIS I (Core Academic Skills for Educators) and PRAXIS II exams to better prepare candidates for changes within a dynamic society. The faculty of Science and Humanities also developed a scope and sequence of integrated science courses that provided a transition mechanism for candidates currently moving through the programs, wrote syllabi for individual courses, and presented them to the Education faculty for comment, recommendations for revision, and approval. The Health Education teacher certification program also underwent review and the same type of revision process to enhance candidate skills in technology, in designing wellness programs, and in meeting Maine's Teaching Standards. Other program templates have been reviewed in light of the ongoing General Education Committee work.

The Undergraduate and Graduate Academic Affairs Committees meet during the year, and upon approval of course additions and changes, recommendations proceed to Deans' Council for review and to the Faculty Forum for approval. As needed, the Dean of the College of Health and Education (COHE), the Directors of the School of Education, and other faculty, meet with the UAAC or the GAA committees to clarify and support the course initiatives. The Directors or designated faculty clarify and explain course initiatives before the Faculty Forum, which meets monthly throughout the year and is comprised of all full-time faculty. The Registrar, Deans, and Provost also provide input at the Faculty Forum. The process ensures that the School of Education has primary responsibility for developing program and course initiatives while engaging the institution to integrate them into the curriculum of Husson University.

The School of Education faculty members informally consult with the School of Science and Humanities faculty to support candidates (see Artifacts 6.2). Such meetings can include the instructor and the advisor of the candidate, or the instructor and instructors of other courses involved in the education of the candidate. These connections include follow-up conversations to determine if interventions and supports have been effective. Husson University is a learning community, and connections between schools and colleges are threaded together to enhance all programs and experiences.

Faculty Collaboration

Husson Teacher Education Program regularly collaborates with Community Colleges to encourage students to pursue advanced degrees after attaining their Associates Degree. Husson has concluded articulation agreements with York County Community College and Eastern Maine Community College (currently being updated) and is negotiating articulation agreements with Southern Maine Community College and Beal College in Bangor (see *Artifacts* 6.3).

The faculty of the Teacher Preparation Program of Husson University and personnel from RSU 87 are currently implementing Phase I of a Professional Development School (PDS) model as referenced in Standard 3. School of Education faculty believe that the Professional Development School Model will provide an opportunity for candidates to experience a more comprehensive and meaningful student teaching experience and provide the environment for true collaboration between the faculty at Husson and the faculty and administrators in RSU 87 (see Artifacts 3.29).

Another important source of program assessment data comes from colleagues in schools who serve on the Advisory Council and/or host candidate interns. There have been two different advisory groups at Husson, one for the Teacher Education programs and one for the School Counseling program. Many of the members host or mentor candidates in their schools. The Teacher Education Advisory Board meets once a year. Feedback is collected informally from cooperating teachers and their principals. The use of adjuncts who are current practitioners in schools has also been helpful in eliciting feedback about strengths and needs. Field placement teachers also provide feedback on candidate assessment forms and faculty can change course work as needed. A January 2014 meeting is planned for the Teacher Education Advisory Board members. The Teacher Education faculty will report on actions taken in response to the March 2013 Advisory Board input, and representatives of Husson candidates and faculty will solicit information from cooperating teachers and principals. This information will be

reviewed at a follow-up meeting and at the weekly Teacher Education program meetings (see Artifacts 2.12).

Strategic Planning

Strategic plans guide the work of the University, The College of Health and Education and the School of Education (see Artifacts 6.4). Husson University's Strategic Plan (see Artifact 4.1) provides a foundation for the programs. In 2011, the Teacher Education program created strategic plans (see Artifacts 6.4) aligned with the University-wide plan and also aligned with the recommendations from the 2008 Maine Department of Education Program Review. This plan is reviewed and updated each semester by faculty. Program template work has been the focus of the entire faculty, as well as in small group work, to update and enhance course planning.

In 2012, the School of Education created a structure to prepare for the program review that included a timeline and action plans for each of the six standards. Each faculty member took the lead on a standard and was a secondary lead on another. Faculty reported out monthly on their work on that standard (see Artifacts 6.5).

Unit Budgetary Resources

The budget of the School of Education adequately supports on-campus and clinical work essential to the preparation of educators (see Artifact 6.6).

Table 6.1: School of Education Financial Analysis

	6/30/2012			6/30/2013		
	<u>Education</u>	<u>Institution</u>	<u>Percentage</u>	<u>Education</u>	<u>Institution</u>	<u>Percentage</u>
Credits Taught	2,062	82,028	2.51%	2,022	81,224	2.49%
Total Revenues*	799,767	31,977,084	2.50%	815,756	33,125,176	2.46%
Total Direct Costs	488,060	16,719,600	2.92%	542,817	18,303,666	2.97%

*These numbers reflect total tuition and other income attributable to students in the School of Education.

**Includes information from Graduate Counseling Program.

The table shows that Husson University is providing solid financial backing for the School of Education. The unit receives sufficient budgetary allocations, at least proportional to other units on campus or similar units at other campuses, to provide programs that prepare candidates to meet standards. Over the past three years, the financial support to the department, as a percentage of institution-wide expenditures, has consistently exceeded the percentage of revenues derived from the School of Education.

Personnel

Collaboration

The faculty of the School of Education is deliberate about working together to improve programming in a systematic cycle of continuous improvement. Faculty meets for 90 minutes to two hours weekly to review and revise programming, discuss candidate progress, and refine skills through professional learning and collaboration. During the 2011–12 academic year, there was considerable time spent planning for the transition to the new space in the Darling Learning Center. Since May 2012, this work has also included intensive preparation for the Program review and the design of a Master of Education in Teaching and Learning (see Artifacts 6.7).

Workload

Undergraduate Education faculty members carry a load of 12 credit hours per semester. Advising loads are distributed equitably across faculty in the program and average 20 candidates. All professors are required to maintain at least 8 office hours a week. Husson does not currently differentiate between graduate and undergraduate caseloads. The Teacher Education Program Director is on a 12-month contract and the Director of Graduate Counseling is on an 11-month contract. Both Directors teach two courses per semester. Faculty members have the option of carrying an overload and are paid a stipend of \$2500 for undergraduate and \$3000 for graduate courses (see Artifact 6.8).

All faculty members have clinical supervision responsibilities at some level. Practicum courses are connected to academic courses and the field experiences are reinforced through coursework. Supervising 15 candidates in a practicum is equivalent to one course.

Adjunct faculty members are limited to teaching no more than two courses per semester. The vast majority of adjunct instructors in the School of Education are practicing or retired teachers. The Director meets with adjuncts and reviews each syllabus in advance to ensure courses are closely connected to program goals and integrate Maine's Teaching Standards. Adjuncts participate in annual training during the summer months (see Artifacts 6.9).

Support Personnel Resources

The School of Education employs one full-time Administrative Assistant who reports to the Director of Teacher Education and the Director of Graduate Counseling. Additionally, one work study student has been assigned to the School Counseling program for 13

hours and two work study students share 16 hours in serving the Teacher Education programs.

The Instructional Technologist has expertise in technology integration and is accessible on and off campus. Part of this assignment is to work with faculty regarding the use of the student management and classroom instruction using the wireless resources where available and the computer/LCD/internet connections in place. Other Information Technology (IT) staff provide support in the day-to-day office desktop applications. The Instructional Technologist provides support for day-to-day applications and the integration of unit faculty in the institution-wide system of electronic resources, course management systems CAMS and CANVAS, and integrating technology into courses. The IT office provides ongoing support for classroom use of technology.

Unit Facilities

The School of Education has offices and teaching space in the new Darling Learning Center and also utilizes classroom space in the O'Donnell Commons, Peabody Hall, the Meetinghouse, Newman Gymnasium, the Kenduskeag Institute, Winkin Stadium, Husson Aquatic Center, O'Keefe Field, and the Boucher Field. Off-site field work has taken place in classrooms, recreation centers, health care facilities, and athletic departments in all sixteen counties in Maine, as well as in other states. The Center for Academic Services and the W. Tom and Bonnie Sawyer Library are housed in Peabody Hall and the Information Technology Center is located in Bell Hall. The Sawyer Library houses small conference and learning rooms, along with a collection both web-connected and in-house. Husson University is also home to the administrative offices of the Bangor Symphony Orchestra, and the Gracie Theatre hosts meetings and music/theatrical productions enhancing the performing arts which reflects a vision of the university (see Artifacts 4.1). The New England School of Communication will formally join Husson University in 2014 and is located on campus. Collaborative projects such as filming a simulated school shooting, media interviews, and athletic contests have encouraged integrated learning experiences between programs.

The School of Education has its offices in the Darling Learning Center. In addition to the Bangor Campus, the School of Education offers select programs at the Northern Maine Campus and the Southern Maine Campus. Each of the satellite campuses has a director who is in charge of the facility and marketing programs; however, the academic oversight for all programs offered at the Southern Maine Campus and the Northern Maine Campus rests with the School of Education Directors.

Most of the classrooms on the Bangor campus are equipped with a computer and LCD projector. The Bangor campus is wireless and all education classrooms at the Southern Maine Campus and the Northern Maine Campus sites have Internet access. Recently, the Bangor campus has renovated science laboratories, which are available to teachers and students for related classes. The new Meeting House features a dual-platform multi-media laboratory with 24 computers. Classes are conveyed live to the satellite campuses through the Tanberg ITV system. Information Technology interns are in each class full time on the Bangor campus for technical support.

The Husson Fieldhouse (Newman Gymnasium and the Aquatic Center), the Winkin Stadium, Boucher and O'Keefe Fields, and the Swan Fitness Center, house athletics, intramurals, a physical therapy assessment lab, community activities, wellness and

health and physical education classes. A master schedule of use is kept by a facility coordinator, with preference given to health and physical education classes during academic hours. During the late afternoons and evenings, preference is given to athletics and intramurals, with special request dates possible for academic and student services.

Instructional classes use wireless technology in the main floor classroom and gymnasium. The lower-level classrooms consist of a dance/Pilates/yoga studio and two classrooms with mobile technology. The Health and Physical Education classes have a designated back lobby area and pool area that includes locked storage closets containing equipment, technology and mobile teaching devices. All teaching faculty have access keys and share the responsibility of monitoring the materials and supplies of the School of Education.

Unit Resources

Technology Resources

Husson supports faculty and student use of information technology in instruction. As of 2013, the campus houses nine computer labs consisting of a total of 115 state-of-the-art PCs. Assorted image scanners and printers are available to students in support of academic offerings. One of the computer labs on the Bangor campus is available to all students twenty-four hours a day. The Teacher Education program has replaced all 25 Macintosh computers on their mobile computer cart. Husson University also has four kiosk computer stations in Peabody Hall for use by anyone in need of quick e-mail checks or targeted information searches. Approximately 85% of the institutional classrooms contain ceiling-mounted projectors and computers with VCR/DVD machines. The computers are part of the institutional network connecting them to the internet and faculty office computers. Each of the satellite campuses has wireless access and a computer lab that is available for student use.

Three classrooms on the Bangor campus are equipped to use the University's interactive compressed video system, which links this campus with Husson's Southern Maine Campus, Northern Maine Campus and Calais. There are also two portable units available for use in the Darling Learning Center and a limited number of students can access courses through Jabber video, referred to as Movi. Classroom technology connects any of these sites with video systems around the world. Classroom spaces contain cameras, microphones and video display units and allow for real-time faculty and student interaction. They also contain a secondary video display, computers and LCD projectors to display and transmit applications. As of 2008, all of the academic buildings on the Bangor campus are wireless.

In the Fall of 2012, a Google environment replaced the use of First Class campus wide. This technology platform supports teaching and allows for enhanced creativity and dissemination of ideas. The CANVAS platform is currently being used and hosts (internet-based) online course offerings. CANVAS also hosts course management and grading systems to which faculty and students have access 24 hours a day, 7 days a week, along with the CAMS system of rosters, schedules, and grading. The e-mail system has recently been converted to G-Mail for all users to provide one system. The Information Resources Office was relocated to a larger, central space in Bell Hall and is staffed during academic hours (for day, off-site, and night classes). Technology changes

are dynamic and Husson University works to keep current of systems that optimize the student experience.

Technology in the Teacher Education Program

The use of technology is a clear expectation for candidates and faculty across all of the programs in the School of Education. The inclusion of the NETS-T Standards (National Educational Technology Standards for Teachers) as part of Maine's Teaching Standards is propelling greater attention to the integration of technology in instruction. Physical Education majors use palm pilots to record rubrics and instructional and assessment data from field practice. Candidates use GPS devices and make presentations using the LCD. Candidates include photos and video clips in products that illustrate outcomes for courses and student teaching. Faculty use Noteshare, Wikispaces, and the Canvas work space for course discussion and response, submission of products either complete or in-process, and dissemination of information about the course and relevant content. Links and PDF files are routinely included in email and on learning management software for candidates to download and/or read. The Instruction Librarian also provides services for the School of Education and the Instructional Technologist provides technology support to assist candidates with the completion of their e-portfolio work. Additional courses utilize electronic portfolios extensively such as in the Methods of Reading and Methods of Writing courses. During the four-year matriculation, candidates accumulate artifacts electronically that represent work on Maine's Teaching Standards.

The Teacher Education program has varied information technology resources. A portable Mac computer lab containing twenty laptops is available for classroom use. Faculty have laptop computers for classroom use and fieldwork supervision. The New England School of Communications (NESCOM) has been a resource for troubleshooting and support of the Macs in the School of Education, and Husson University has expanded its IT support staff to service Mac and PC users. In 2012, the Teacher Education program purchased iPads for use by faculty members. In June 2013, the School of Education purchased an Apple TV so faculty would have the capacity to use their iPad with a whole class.

ED307 - Technology in the Classroom, required in B.S. in Elementary Education program, B.S. in Secondary Education program and the Health Education program, focuses on the use of technology in teaching (see Artifacts 1.4). Candidates learn to collaborate, connect, and create using a variety of resources. Faculty focus on platform-neutral applications, with which they write blogs, connect via social media, create video and multimedia presentations, integrate the ISTE NETS-T and InTASC into lesson planning, and discuss digital citizenship. Candidates create an electronic portfolio to demonstrate knowledge and connect it directly to the NETS-T standards. Candidates in Physical Education and the Pathways program are encouraged to enroll in this course as an elective. The Instructional Technologist serves on a technology committee for the state of Maine and regularly reports back to the Teacher Education program.

Library and Curricular Resources

W. Tom and Bonnie Sawyer Library is part of the Minerva consortium which consists of more than fifty public, academic and hospital libraries in Maine. Husson students and faculty have access to the holdings of all the large academic and public libraries in Maine. In addition, the library is a member of regional and international consortia whose

members provide each other with materials at no charge. The library's home page is accessed from Husson's home page. The library's online resources can be accessed anywhere on campus and anywhere off campus. Other services and resources of Sawyer Library that are available to all campuses and distance education students include:

- 24/7 access to online databases for all programs
- Over 42,000 books in print
- Over 10,000 electronic books
- 130 print journal subscriptions accessible in the library
- 30 print education journal subscriptions accessible in the library
- 49,800 online journals
- 1,100 online education journals
- Reference, research, and literature search assistance in the library
- Individual and course-related library research instruction
- Instructional videos for research help and for using many of the online resources
- DVDs and CD-ROMs
- Course reserve materials

The library's holdings of print journals indicate that approximately 23% of them are related to education. Of the total of online journals accessible by the library, 2.2% are dedicated to topics in education. Over the last three years, the rate of acquisition shows a consistent increase in the total volumes, references, and government documents:

- In 2009-2010, the library added 442 books to its circulating collection, including 31 education books.
- In 2010-2011, the library added 675 books to its circulation collection, including 80 education books.
- In 2011-2012, the library added 924 books to its circulating collection, including 57 education books.

The above figures do not include the library's collection of children's books. In the 2011 fiscal year, the library purchased 5,000 nonfiction children's books for \$5000. Since their initial purchase, 743 of these books have been added to the collection.

In 2011, the library hired a part-time Instruction Librarian. Responsibilities include working with faculty to schedule times to visit classrooms and demonstrate use of online resources, and to promoting research skills. Husson Experience classes for first-year students are targeted but the Instruction Librarian is available to meet with any other classes. There are subject guides which explain the resources most appropriate for each degree program. These subject guides include links to useful web sites and embedded videos; this librarian makes use of existing instructional videos which describe use of specific online resources. There are also videos that describe, in general terms, the traditional research process, and they prove to be especially useful to students attending the branch campuses and the distance learners. Since all Husson Freshmen take a course entitled *The Husson Experience*, it includes a two-part library component to help with foundational research skills.

The library conducts an annual user satisfaction survey, with differentiated questions for users from the Bangor campus and remote users. As a result of these surveys, the library has extended its hours and is now open until midnight five nights a week and until seven o'clock two nights a week. The library now has additional study carrels and tables. Three rooms in the library lobby have been converted into group study rooms which are available 24 hours a day.

Education faculty and candidates have access to a wealth of current library, curricular resources and electronic information. Classrooms on all four campuses have computers/LCD with internet access. Each of the campuses has a computer lab; in addition, the Bangor campus has a portable Mac laptop lab and access to a new multi-media technology room with 24 dual platform computers.

Summary

In conclusion, the School of Education has the leadership and authority, budget, facilities and resources for the preparation of candidates to meet state and institutional standards.

Next Steps:

1. Using the NETS-T Standards, integrate more extensive and varied use of technology throughout each program to ensure candidates are proficient in the use of instructional technology in schools.
2. Through student registration, advisors will continue to direct candidates in the Pathways and Physical Education programs to enroll in the ED307 - Technology in Education course.
3. Consider requiring ED 307 for all programs.

UNIT STANDARD SIX: ADVANCED PROGRAMS UNIT GOVERNANCE AND RESOURCES MS in School Counseling

The MS in School Counseling programs is one of four graduate degree programs in the Graduate Counseling and Human Relations department in the School of Education. The department has a Director who is also a full-time faculty member, two other full-time faculty members, and a part-time Clinical Placement Coordinator and Supervisor. One administrative assistant for the School of Education is shared with the Teacher Education program. The department also has one graduate student assistant for the current academic year, appropriated from the program's budget and designated for work on the self-studies.

The program faculty, under the guidance of the Director, have the authority to plan, implement, deliver, operate, and evaluate coherent programs of study within the structure of the University program and course approval process. The MS in School Counseling program is effectively organized and managed in a way that candidates are prepared to meet the standards set forth by the program and by requirements for

certification. This is evidenced by the number of candidates who have graduated, become certified, and are employed in School Counseling positions (see Artifact SC 6.1).

The Counseling and Human Relations Graduate Program has its own budget (see Artifact 6.2). The budget supports four graduate degree programs (Clinical Mental Health Counseling, Pastoral Counseling, Human Relations and School Counseling). The budget is currently sufficient to meet program and clinical needs and to support professional development. However, the budget is insufficient to provide a much-needed full-time administrative assistant. This year, a graduate student was hired to help with accreditation report writing using program budget funds. Time and resources for active pursuit of scholarly research and writing are lacking.

Dedicated office and lab space is together on one end of the Darling Learning Center (101). The program also uses a shared classroom and a shared conference room in the same area. Facilities are not sufficient for an on-site Practicum clinic, so candidates are placed in area schools and their work with individual clients is supervised using video-recording (see Artifact SC 6.3).

Technology for office work, classroom delivery, recording, playback, and some data management and research is available with good support from Information Technology services. Trained work-study students provide additional office help and act as producers in classes that are delivered by ICV to distance candidates. An instructional technology specialist provides ongoing training and support to faculty. This specialist also assists candidates in learning how to use new technology to create digital portfolios, reports and projects, access and share information, and communicate through video and online chats. However, the recording system provided for the counseling labs does not meet the requirements for confidentiality for counseling, thereby limiting the use of the labs. A secure, stand-alone system is needed so that the labs can be used for both counseling skills practice and practicum training.

The Graduate Counseling and Human Relations programs together form a separate governance unit within the School of Education. Faculty meet weekly for program business and ongoing program evaluation. Opportunities for meeting with the School of Education as a unit are available and utilized when needed to collaborate on the business of the School of Education. Curriculum and policy changes are reviewed and approved by the School of Education before being forwarded to the appropriate undergraduate or graduate affairs committees. The Director meets with the Director of Teacher Education as needed. The Director also meets with the Dean of the College of Health and Education, as well as the other Directors in the College, on a monthly basis. All faculty are involved in University committees and attend Faculty Forum.

Full-time graduate faculty have a teaching load of nine credit hours per semester with nine-month contracts. The Director receives a one-course release for the work of Director and has an 11-month contract. Faculty are engaged in advising, teaching, scholarship, and service. However, demands for advising, teaching, service, and program management and evaluation leave precious little time for scholarship, especially for research, writing and publishing. Faculty members present regularly at national, regional, state, and local conferences and are actively engaged in clinical work related to the profession. Each faculty member is also involved in leadership roles in state, regional, and national counseling associations. For further information, see Standard 5 (see Artifact SC 3.2).

Practicum and Internship classes are restricted to 10 candidates per section. Clinical supervisors may only supervise six candidates individually or in dyads per assigned section. This exceeds the standard in Maine Ch. 114, but just meets the CACREP requirements. Class sizes are limited (maximum 20-25 in content classes, 10 in clinical and skills classes) to facilitate active faculty-student engagement (see Artifact SC 6.4).

The W. Tom and Bonnie Sawyer Library provides adequate access to relevant professional journals, books, and resources for student and faculty use with excellent access to online databases and interlibrary loan. Librarians offer support and assistance both live and electronically. This support extends to in-class visits for the purpose of orienting students to the library's facilities. The services, resources, holdings, hours, and professional staff of the library have been significantly expanded since the last report. Resources are readily available and easily accessed both on and off campus. Hours are available in the evening, in the summer, and during school breaks (see Artifact SC 6.5).

The program has a comprehensive system of candidate and program assessment in place, but it is not yet formalized into a cohesive and well-articulated plan. That is a work in progress. The new University Assessment coordinator has been consulted and is assisting in the ongoing process of formalizing the assessment plan (see Standard on Assessment for details).

Summary

The School Counseling program has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and unit standards. Additional funds to hire a full time administrative assistant are needed to provide support for the program so that faculty and the Director can focus on scholarly pursuits. A Graduate Assistant should be assigned to the Program faculty to assist with program needs and scholarly pursuits. This would also enhance opportunities for graduate candidates. Secure technology is needed in the labs in order to fully utilize them for counseling practice. Ongoing work creating a comprehensive assessment system is in progress.

Next Steps:

1. Continue work on the comprehensive assessment system.
2. Continue to work with the library on a more complete webpage for the Counseling and Human Relations program.
3. Explore resources and possible request for additional funding to enhance the practicum.